SAFETY Education

FEBRUARY 1959
Two Sections • Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

WHEN UNDERSTANDING IS LIMITED

See Page Two

As I See It . . .

DON'T DO AS WE DO, DO AS WE SAY!

Why do educators—even safety educators—so often draw a line between safety education and accident prevention?

There is no question that school administrators must delegate authority and responsibility for carrying out specific aspects of the total safety program. But delegation without coordination may result in a safety effort characterized by some good features but many weak ones.

We find educational institutions which are offering special courses in safety subjects and integrating safety into courses in science, practical arts and other subjects. How often do we find these *same* institutions woefully lacking in providing the safe *environments* in which the learning process can be nurtured! How often do we teach the fundamentals of safety—and house students in "fire trap" buildings with overloaded wiring, no fire alarm or detection systems, faulty construction and poor housekeeping?

Some colleges, universities and boarding schools seem to have a false concept that youths over 17 or 18 years old just don't die from fire, smoke, fumes or panic—hence they don't need the protection offered pupils in elementary and secondary schools.

Unless administrators and safety educators set personal examples of safe living in all of their daily activities and insist that every phase of the school environment reach the highest plane of safety, we have failed in safety education.

Dr. Lowell B. Fisher, president of the North Central Association of Colleges and Secondary Schools, recently said: "The two problems facing institutions of learning are that of preventing accidents while students are on the campus, and of teaching the youth of this country the need for safety and ways of being good citizens of safety. The problems are parallel, and the method used and atmosphere created in solving the first can have carry-over values that will aid greatly in the approach to the second problem."

What can the administrator do about it?

(1) Through his own behavior, he can show staff members by example that he believes firmly in safety education. (2) He must believe in and be responsible for seeing that the safety program is properly executed and supervised. (3) He must persuade and insist on establishing safety practices in others as a natural habit and a part of the learning situation. (4) He must establish an organization which will identify and concern itself with every facet of safety educaton and accident prevention, including detection of unsafe conditions and practices and recommending corrective action. (5) He must encourage *everyone on campus*, including the students, to contribute ideas for safety, make them feel an important part of the safety program, and to expect that safety becomes a part of their everyday living.

DANIEL P. WEBSTER, Staff Repres. for Higher Education, School and College Div.

NATIONAL SAFETY COUNCIL
CHARTERED BY THE CONGRESS OF THE UNITED STATES

W. S. S. RODGERS, Chairman of the Trustees. (Former Chairman, The Texas Company, New York.)

WALTER F. CAREY, Chairman, Board of Directors. (President, Automobile Carriers Association, Flint, Michigan.)

GEORGE C. STEWART, Executive Vice President.

LOWELL B. FISHER, Vice President for Schools and Colleges.

R. L. FORNEY, Secretary.

WAYNE P. HUGHES, Director, School and College Division.

NED H. DEARBORN, President-Emeritus, Titusville, Pa.

SCHOOL AND COLLEGE SECTIONS AND COMMITTEES

Safety Education Supervisors Section

Chairman: VIRGINIA WHEELER, Supervisor, Safety and School Lunch, Jefferson County Public Schools, Lexington, Kentucky.

Driver Education Section

Chairman: RUSSELL BROWN, Acting Commissioner, Department of Public Safety, Des Moines, Iowa.

Elementary School Section

Chairman: BERTHA TRUNNELL, Principal, Kenwood Elementary School, Louisville, Kentucky.

Standard Student Accident Report Committee

Chairman: FITHIAN S. FARIES, Supervisor, Audio-Visual and Safety, Public Schools, Lexington, Kentucky.

Higher Education Section

Chairman: JOHN HILL, Personnel Insurance and Safety Director, Texas A & M College System, College Station, Texas.

Judges Committee National School Safety Honor Roll

Chairman: DR. ALFRED L. PAPILLON, Assistant Professor of Education, De Paul University, Chicago, Ill.

Advisory Committee Safety Education Magazine

Chairman: JOHN HILL, Personnel Insurance and Safety Director, Texas A & M College System, College Station, Texas; Mary B. Rappaport, Supervisor, Bureau of Health and Safety Education, New York State Department of Education, Albany, New York; L. Vaughn Gayman, Publicity Director, Loras College, Dubuque, Iowa; R. W. Jones, Driver Education Instructor, Keokuk Community High School, Keokuk, Iowa; Louis C. Mackel, Jr., Director of Safety Education, New Mexico Department of Education, Santa Fe; Joseph M. Kaplan, Manager, Greater Los Angeles Chapter, National Safety Council.

SCHOOL AND COLLEGE CONFERENCE—1958-1959

• J. Duke Elkow, Chairman •
• Dewey Barich •
W. W. Bauer • Richard O. Bennett
Mrs. P. D. Bevil • N. E. Borgerson
• Arthur F. Brandstatter •
G. Ernest Bourne • Earl H. Breon
R. W. Broughton • Russell I. Brown
Percy Bugbee • Lowell Burkett
• Lewis Clark •
Price E. Clark • Zenas R. Clark
Edmund Crosby • Dr. W. A. Cutter
M. R. Darlington, Jr. • John DeCarlo
George C. Duval • W. T. Edgren
• Evan Evans •
C. B. Fagan • George P. Farkas
Arthur Fenske • Dr. L. B. Fisher
Dr. C. W. Foster • Dr. Lonnie Gilliland
Norman Gore • John Grimaldi
John Haack • May Hazard
Dr. Fred Hein • Ralph M. Hendrix
Donald Higgins • Thomas Higgins
John Hill • Msgr. F. G. Hochwalt
Mildred Horton • Robert Howey
Wayne P. Hughes • Dr. H. K. Jack
• Ruth Jewell •
Dr. K. R. Johnson • Edward R. Klamm
Mrs. Helen Knandel • Dr. R. H. Kotte
Dalibor Kralovec • Howard Latta
Dr. B. I. Loft • Frank Lowrey
Helen Manley • James Mann
Stanley Mate • G. M. Mathews
Paul Miller • Sarah Miner
Dr. M. D. Mobley • Wenzel Morris
G. P. O'Connell • James O'Neil
• Dr Bernard Oosting •
• Dr. Alfred Papillon •
Dr. Burton Paulu • F. J. Parker
Ralph Peters • H. V. Porter
A. H. Pritzlaff • Michael Radock
Dr. E. A. Richards • Ira B. Rogers, Jr.
Perry Sandell • Elsa Schneider
W. A. Shannon • Leslie Silvernale
Gordon Smith • Dr. Herbert Stack
Frank O. Stangel • Ivan J. Stehman
Ralph Stinson • Richard Tolsma
J. E. TePoorten • Mrs. D. J. Thompson
Bertha Trunnell • Mary Weeks
• F. W. Westervelt, Jr. •
• Virginia Wheeler •
Mary May Wyman • Paul R. Yard
• Robert B. Zimmerman •

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

Contents of SAFETY EDUCATION are regularly listed in "Education Index."

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVIII No. 6 Section One

Beverly Thompson Kramer, Editor
Robert O. Jones, Advertising Manager

CONTENTS for FEBRUARY, 1959

Of Specific Interest

Elementary

When Understanding Is Limited
—*Dr. Arne W. Randall* 2

They Only Thought They Were Safe
—*Louise Bonnet* 12

Elementary Safety Lessons
—*James Mann* 29

Secondary

National Safety Council Policy and Statement on Driver Education 8

Photo Hounds Shoot Hazards 24

Teen-age Pioneers
—*May Hazard* 26

Secondary Safety Lessons
—*Dr. Vincent McGuire* 33

States Are Recognized for Driver Education Programs
—*T. N. Boate* 39

Of Interest to All

It Must Not Happen Again
—*Lonnie Gilliland* 4

Personal Injury Claims Against Schools Are Increasing
—*James F. Nihan and Daniel P. Webster* 10

What's in Store for 1969? 14

A Job Analysis for Safety Education Supervisors
—*Harold K. Jack and Virginia Wheeler* 16

90% School Systems Win NSC Award 19

Winter Walking
—*safety education data sheet no. 58 (revised)* 21

New Look for Carol Lane 40

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1959, by the National Safety Council. Printed in the U.S.A. Subscription price $3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.

When Understanding Is Limited...

We must adapt our safety education to the mental level of the child, the author says. He enumerates specific dangers these children face and ways to protect them.

PARTIAL or total independence of mentally retarded children is a prime objective of their parents and teachers. This means an attempt must be made to make each child as safety conscious as possible within his mental and physical limitations. He must learn to know those factors which promote his safety, as well as those which endanger his safety.

Mentally deficient children fall into two categories: the trainable child and the educable child. The trainable child usually has the ability to learn to take care of his feeding, toileting, and dressing, and, under the direct supervision of a responsible adult, can be trained to do certain jobs in the home or a sheltered work area. The educable child has the potentiality to learn all phases of self care, to perform tasks with a minimum amount of supervision, and to adjust socially to his environment.

Whether a child is trainable or educable, it is important that the parents work toward the same goals as the school's training and rehabilitation program. The safety measures used in the school room, occupational therapy department, on the playground or in a workshop will, as a rule, apply the same as at home. Some of these measures might be the physical dangers involved when pushing, biting, throwing, hitting, tripping, kicking; hazards causing wounds with pointed objects, sharp edges of tin, glass, or sharp blades; or hazards causing burns or scalds from misplaced pot handles, untested bath water or touching hot items. Other dangers might be those which arise from traffic, animals, plants, berries, electrical equipment, toys out of place and slippery surfaces.

Since a mentally retarded child is unable to foresee dangers, it is imperative that he be given specific help in observing safety precautions. These children may be trained for routine safety activities as well as non-routine ones, according to the degree of independence they can assume. Safety practices should ultimately become instinctive. The youngster will automatically perform the non-hazardous act, thereby acquiring the habit of avoiding the hazardous.

Routine and repeated drills are most essential so that a child can understand exactly what is expected of him, yet not more than he is physically or mentally capable of accomplishing or understanding. It is useless to tell a child not to drink water from the toilet or eat dirt before there are any indications that he is going to do it. If he should, suggest that "We drink water from the faucet," or "We only eat food."

Limits, or requirements, must be specific. A child may learn that a particular stove is hot and will burn. But because a mentally retarded child does not easily apply one situation to another, he may burn himself on another stove in an entirely different setting. It might be advisable in the case of stoves and irons to put the child's finger on the objects when they are hot enough to hurt but not hot enough to burn

and then explain, "This is hot and will burn you." Objects such as matches, acids, medicines and cleaning fluids should be kept out of the child's reach.

Such activities as turning on gas jets, hanging out of windows or touching electrical equipment should be guarded against. If there seems to be a tendency toward such an activity it might be wise to have safety features applied to electrical outlets, safety locks placed on gas jets and heavy wire screens attached to windows. Appliances with cords that are inserted into wall outlets should be arranged so that no one trips over the cords. If traffic is necessary over the cords, rubber mats should be used to cover the area. Cordless shades should replace blinds with cords or the venetian blind cord should be shortened to prevent a child from hanging himself.

Markers or barricades may be set up to define limits where the child may or may not go. Only when the child completely comprehends such boundaries should these objects be removed. For some children it may be necessary to have a fenced-in area with a gate that can be securely locked.

Standard color codes (the conventional red for stop and green for go) are needed for many safety factors. Equipment painted red indicates danger, such as on power equipment or gas controls (unless the red would induce curiosity), while green indicates safety, such as green lines on the floor to show the safe areas. Color games and color play can become a daily event, to help children understand the meaning of these colors.

In order to achieve mobile independence, children must have complete knowledge of traffic safety as well as pedestrian safety. By knowing the traffic signals of red and green, in time a child may be able to cross the street independently. Crossing streets where there are no traffic lights may require a great deal of supervision for many years before a child can be trusted to cross alone. Whether a street has traffic lights or not, it is essential that a child be taken to the corner and given practice in crossing until he knows exactly what he is expected to do. This will take repeated practice.

A GI type of "dog tag" or, preferably, an identification bracelet is very practical and will help the police or others return a child if he gets lost. It is better to have the identification worn around the wrist or pinned to the child's lapel. While traveling with a mentally retarded child, a plastic envelope with the temporary address may be pinned on the child's lapel or on the back of his shirt or coat.

Parents or guardians of a mentally retarded child may wish to solicit the cooperation of the neighborhood and also educate neighbors to the needs of their child. Some guardians hand out mimeographed instructions to neighbors containing a brief history of the child's malady, what his personal characteristics are, irregular practices, and what to do or who to inform in the event of an accident.

Some schools apply the buddy system, such as that used in swimming safety, so that in any off-beat irregularities a youngster will know to whom he can go. In return, the buddy is alert to helping this youngster. Designated buddies need to be trained to be particularly aware of the non-routine things which might occur. It must also be emphasized that they do not tease, pull any pranks or permit any to be pulled, to respect and praise the status of these children and the praiseable things they do well, no matter how simple they may be. Any change of equipment, routine or procedure in school or on the playground should be clearly understood by the buddy so that he can communicate it to the mentally retarded child.

These children need recreation as much as any other child. They are able to enjoy swimming on either a beach or pool and can usually

(Continued on page 37)

By Dr. Arne W. Randall
Chairman, Department of Applied Arts
Texas Technological College
Lubbock, Texas

It Must Not Happen Again!

A recurrence of the catastrophe at Our Lady of the Angels Catholic school in Chicago can be prevented if school administrators and boards of education will take certain steps.

By Lonnie Gilliland

Director, Safety Education
Oklahoma City Public Schools
Oklahoma City, Okla.

THE TRAGEDY that struck Chicago in its recent school fire must *never* strike again! The mighty reservoir of public sentiment crying out against this monstrous affair must be given all possible aid by school officials. They must take the appropriate long range and immediate steps to insure fire safety for every school child everywhere.

What are some of the steps that school administrators and boards of education can take *now* to prevent school fire tragedies? Here are some, based on the experiences of school officials who are facing this problem.

1. *One responsible person (an already existing supervisor of safety education, if possible) should act officially in organizing and coordinating a school district Fire Safety Committee.* At no time should this committee, in spite of its continuing nature, be considered as the school district safety *education* committee, since *this* committee should already be engaged in a continuous, comprehensive study of all phases of accident prevention and safety education.

2. *The principal or his representative, from every school building in the city, should be on the Fire Safety Committee.* School building employees, fire officials, insurance representatives and parent-teacher organization representatives should also work on the committee.

3. *A continuing program of study and inspection should be inaugurated by the committee.*

4. *Special instruction through general directives and activities should be suggested by the committee.* Specific instruction suitable for integration in appropriate curriculum areas should be worked out.

5. *The Fire Safety Committee chairman should be held responsible for seeing to it that all directives and curriculum materials are properly transmitted to each school building.* He should be given proper authority by the school administration to enforce certain directives and assist in the evaluation of fire safety *education* objectives.

6. *Evacuation drill procedures, signal systems, procedures in case of blocked exits, panic, etc., should be studied and posted in each school building.* In prompting this careful planning, the committee might use *Perfection Plus for Evacuation Drills*, a recent publication of the National Safety Council.

7. *The following questionnaire might be used by the committee to* **begin** *a comprehensive study of fire prevention in each school building. Further* study should *certainly* include study of fire stops, enclosed stairwells, sprinkler systems, automatic detection devices, and other fire safety measures prescribed by local and state governmental bodies and such organizations as the National Fire Protection Association and the National Board of Fire Underwriters.

The careful work of the Fire Safety Committee should provide in continuity a combination of fire safe schools and fire prevention-minded youngsters. *Chicago's bitter experience must not be repeated*●

Lonnie Gilliland is the chairman of the fire safety education activities committee, Safety Education Supervisors Section, National Safety Council.

Name of School *City* *State*

REGULAR SYSTEM.

I. _____*Yes.* _____*No.* Do you have regularly scheduled fire-exit drills in your school?

II. How often do you have a fire-exit drill?

A. _____Once a week
B. _____Once every two weeks
C. _____Once a month
D. _____Other. Please explain_____

III. What type of signalling device is used in conducting fire-exit drills in the schools?

A. _____*Electric bell.*
1. _____Continuous ringing
2. _____Short series of bells
3. _____Other. Please explain_____

a. _____*Yes* _____*No.* Is the electric bell used for purposes other than fire-exit drills?

B. _____*Electric horn.*
1. _____*Yes* _____*No.* Is the electric horn used for purposes other than fire-exit drills?

C. _____*Electric siren.*
1. _____*Yes* _____*No.* Is the siren used for purposes other than fire-exit drills?

D. _____*Public Address system.*
E. _____*Other.* Please explain_____

ALTERNATE SYSTEM.

I. _____*Yes* _____*No.* Do you have an alternate signalling device to use should the electric current be cut off or broken?

II. What type of alternate signal is used?

A. _____*Hand operated.*
1. _____*Yes* _____*No.* Can this hand operated signal be heard in all areas of the building?
2. _____*Yes* _____*No.* Do you think that the hand operated device is adequate?
3. _____*Yes* _____*No.* Would you recommend the hand-operated device for a new installation in a school building?

B. _____*Battery operated bell.*
C. _____*Battery operated horn.*
D. _____*Battery operated siren.*
1. _____*Yes* _____*No.* Do you consider this alternate device to be adequate for the school?
2. _____*Yes* _____*No.* Would you recommend this type of device as an alternate signalling device for fire-exit drills?

RECALL SIGNAL.

I. _____*Yes* _____*No.* Do you use a *recall signal* to bring the pupils back into the building?

II. What type of *recall signal* do you use?

A. _____*Electric bell.*
B. _____*Electric horn.*
C. _____*Siren.*
D. _____*Flag*—Please give color if used_____
E. _____*Verbally.*
F. _____*Other.* Please explain_____

(Continued on page 6)

Fire-Exit Drill Questionnaire *(Continued from preceding page)*

III. In case there should be a fire in the building and the pupils are not permitted to re-enter, what plan is used for communicating with the teachers and pupils? Please explain in detail.

_____

_____

_____

_____

PORTABLE BUILDINGS.

I. _____*Yes* _____*No.* In many school systems it is necessary to have portable buildings located adjacent to the main buildings. Is the fire-exit drill signal extended to include these portable buildings?

II. If the answer to *Question No. I* is NO, what method is used to inform the occupants of the portable buildings? Please explain_____

_____

_____

_____

LOCATION OF CONTROLS FOR SIGNALLING DEVICES.

I. _____Principal's office

II. _____Heating plant or boiler room

III. _____Cafeteria or kitchen

IV. Counselor's office

V. Other. Please explain_____

_____

PUPIL ACCOUNTING, CONTROL, AND MOVEMENT.

I. _____*Yes* _____*No.* Are pupils accounted for when fire-exit drills are held?

II. What method or methods are used for pupil accounting?

A. _____Roll book.

B. _____Special placard which has names of all pupils on it.

C. _____Pupil organization. Please explain _____

_____

_____

D. _____Other. Please explain_____

_____

_____

III. What leadership is used for control and movement of pupils?

A. _____Teacher leadership (rooms, corridors, entrances, grounds).

B. _____Pupil monitors (rooms, corridors, entrances, grounds).

C. _____Combination teacher-pupil leadership. Please describe:_____

_____

_____

SMOKING.

I. _____*Yes* _____*No.* Is smoking permitted in school buildings?

II. _____*Yes* _____*No.* Are students permitted to smoke in school buildings?

III. _____*Yes* _____*No.* Are students permitted to smoke on school grounds?

IV. If students are permitted to smoke on the school property:

A. Where do they smoke?_____

B. _____*Yes* _____*No.* Is the area supervised?

Safety Education Has New Editor

Nancy Nupuf

Next month SAFETY EDUCATION will lose its editor.

Mrs. Beverly Kramer is retiring to become a full time housewife and mother.

Taking over the magazine will be Nancy Nupuf, experienced in the safety field. She has been editor of both HOME SAFETY REVIEW and FARM SAFETY REVIEW, as well as author of many articles for SAFETY EDUCATION.

Mrs. Kramer became editor of the magazine three years ago. She came from her home town, St. Paul, Minn., to join the National Safety Council staff in 1955. Before that she had worked in the publications and public relations field for eight years. She was graduated from the University of Minnesota.

Miss Nupuf came to NSC nearly two years ago. She graduated from Medill School of Journalism at Northwestern University. Her home town is Canton, Ohio.

Commenting on her promotion, which is the second in less than two years, Miss Nupuf said, "I am especially eager to receive letters from readers telling us of their ideas, projects and suggestions in the safety education field."

Fire-Exit Drill Questionnaire *Continued*

C. By whom is it supervised?_____

_____

BUILDING EXITS CODE: PANIC HARDWARE

I. Does the panic hardware for building exits in your school system conform to the specifications set down in the NFPA Building Exits Code as follows:

Section 3221. "The exit doors of schools (except doors of individual school rooms as per par. 2223) motion picture theatres and theatres of whatever capacity, shall be equipped with latches (fire exit bolts) which release when pressure of not to exceed 15 pounds is applied to the releasing devices in the direction of the exit travel. Such releasing devices may be bars or panels extending not less than two-thirds of the width of the door and placed at heights suitable for the service required, not less than 30 nor more than 44 in. above the floor."

*Yes*_____. *No*_____.

Please indicate here special local regulations or problems concerning this directive.

II. Do exits other than fire exits leading from classrooms conform in specifications and use to the following directive from the NFPA Code:

"Exterior doors should be operated by bars or other panic hardware, in accordance with paragraph 3221, except that doors leading from classrooms directly to the outside may be equipped with the same knob-operated school-house type lock as is used on classroom doors leading to corridors with no provision whatsoever for locking against egress from the classroom."

*Yes*_____. *No*_____.

Please indicate here special local regulations or problems concerning this directive.

National Safety Council Policy and Statement on Driver Education

POLICY

The National Safety Council reaffirms its belief that instruction in the safe, efficient and courteous operation of an automobile is an essential part of American education.

THE CHALLENGE

The average annual toll of traffic accidents numbers around 38,000 persons killed and 1,300,000 seriously injured. Without increased official action and wholehearted public support of that action, the annual death toll will reach 50,000 by 1966 — a situation this country cannot and must not tolerate.

To solve our traffic problems we must have better prepared drivers; more skilled, better informed and with an improved code of social, moral and personal responsibility. Driver education contributes to their development.

THE SITUATION

Recent scientific developments in Russia, which may be related to the fact that Russia has a rigid, state-controlled educational and research system, have tended to excite segments of the American public to the point of demanding a stepped-up emphasis on scientific studies. As in the past, American educators are prepared to make significant changes in our educational system to meet the challenge but as many of their leaders have indicated, changes which seem expedient but cut the heart out of American educational progress, must not be condoned. Those curricula which are based on the needs of youth to become good citizens, respected homemakers, and efficient producers of economic goods, have made a unique contribution to American life and must be retained in American schools.

THE VALUES

Driver education has developed greater strength each year and is increasingly demanded by parents and the general public because of the following unique

contributions to the welfare of American society:

The preservation of life.

The fuller utilization of a fit and uninjured manpower.

The strengthening of our economic system through reduction of needless waste of property and economic goods.

The development of mature concepts of individual and group responsibility for the common welfare through the use of motor vehicles.

The education of youth for an understanding of science and technology through an understanding of the motorcar and transportation industry.

Evidence that driver education has very appreciably reduced the traffic accidents and violations of young drivers who have had that instruction in school, below the accidents and violations of those who have not had the course, is indicated by numerous studies.

Driver education is a fundamental preparation for life in our American society. To train a scientific genius to peak performance is futile if, in a split second, his productive life is lost because he or some other driver lacked proper preparation for carrying out this universal activity of present day life.

The Chief Executive and the Congress of the United States have recognized the crucial significance of the highway problem and the irony of the maiming and killing we permit in a democracy. President Eisenhower has said:

> *"In our land each individual is of inestimable worth, yet in no other land do accidents cause a more terrible loss of human life and limb. This just cannot be passively accepted. We must seek new ways to save the basic resources of our nation: its people."*

In the face of that statement, who would support the elimination of the one school subject which gives us the greatest hope of progress in highway accident prevention?

Leaders in education, business and industry—all citizens in our American society—must unite to reaffirm their faith in driver education and safety education as essential components of American education. They must not allow the elimination of subjects which preserve our strength and make our future more secure.

Approved by the School and College Conference, National Safety Council April, 1958

Personal Injury Claims Against

Don't feel complacent because your school is immune to personal injury suits, the authors warn. States are continuing to waive school immunities.

COULD you find three-quarters of a million dollars in your college budget if you suddenly had to pay a personal injury claim for that amount?

An accident on your campus could compel such an unexpected outlay. And a financial drain of this size could result in a drastic curtailment of your entire college program! The suit for $750,000 mentioned above was actually one of 49 claims filed against one of our largest state universities during the past decade, claims for personal injuries arising out of accidents occurring at its 43 colleges.

Injuries at the colleges of the State University of New York are an important financial factor. Total claims over a period of years have risen to the startling sum of $2,472,922.49. Twelve of these claims alone resulted in court awards for $155,635.51. Still pending are another twelve totaling $1,378,808. If court awards for the pending cases equal those already settled, the result would be a total cost to the State of $312,271.02.

And this would not be the entire story! Added to the direct dollar cost is the personal misery to the victims and the loss of valuable time from productive work and study. Specialists in accident prevention have computed the indirect cost of any accidental injury at four times the actual dollar outlay.

Since 1948 there has been an annual average of five court claims filed against the University for damages allegedly resulting from accidental injuries. In addition to the 49 suits filed against the University, there were many legal actions which never developed beyond the "notice of intention to file a claim" stage. Since there is a normal period of several months to two years from the date of an accident to the time a legal claim must be registered, numerous potential suits are still in the making.

The 49 legal actions are listed, by years, below. They add up to an impressive and costly total of nearly two and one-half million dollars! Distribution of the value of these claims ranges from a few hundred to three-quarters of a million dollars.

Schools Are Increasing

By James F. Nihan
Director of Safety Education
State University of New York

By Dan Webster
Staff Representative for Higher Education
National Safety Council

In many cases, awards were granted by the court on the grounds that State University colleges were responsible for torts both from students and the public. These awards have run as high as $120,720 for a single injury.

YEAR	NUMBER OF CLAIMS	TOTAL AMOUNT CLAIMED
1948	1	15,000.00
1949	3	21,162.00
1950	5	106,535.90
1951	7	51,834.50
1952	10	527,816.43
1953	4	105,905.47
1954	3	225,000.00
1955	4	887,897.44
1956	5	286,910.00
1957	2	12,785.00
1958	5	232,075.00
TOTALS	49	2,472,921.74

In a recent typical year, 30 of the 43 State University colleges reported approximately 1,000 injuries to students, staff and campus visitors. At the average rate of nearly $13,000 per court award, the cost to the University could conceivably amount to millions of dollars annually.

AMOUNTS AWARDED BY COURTS	CLAIMS PENDING	CLAIMS DISMISSED
7,500.00	0	0
1,690.00	0	2
2,778.75	0	4
1,250.00	0	6
140,637.66	0	3
0	0	4
0	0	3
0	2	2
0	4	1
1,785.10	1	0
0	5	0
155,641.51	12	25

Not only in cases involving educational institutions, but in other actions as well, clever courtroom tactics, inflation and generous juries are increasing liability judgments throughout the nation. Plaintiff's attorneys dramatically present statistical data to juries relative to increasing hospital costs and the expected life earnings of the injured victim. At one trial, the number and cost of aspirin an accident victim with recurring headaches would need over a period of years was graphically computed on a blackboard for the jury and, of course, the benefit of the client. Latest data in New York reveal that the average court award for such cases is up 38 per cent from 1952 and is more than double the average of ten years ago. In a recent case tried in Illinois, the plaintiff was granted a judgment of $750,000, one of the largest in history. According to the International Association of Insurance Counsel, the highest personal injury verdict in Los Angeles jumped from $33,000 in 1940 to $100,000 in 1947, and by 1950 had reached $156,000.

If you are feeling complacent because yours is a public university or college and your state does not allow itself to be sued for personal injuries arising out of accidents, heed this word of caution. According to a study conducted by Harry N. Rosenfield in 1940, there were only three states then which had deviated from the theory of governmental immunity from tort. In the intervening years, the number has grown to at least nine, as indicated by a recent questionnaire sent to the attorney generals of 48 states and from other sources. Utah, New York, North Carolina, Idaho, California, Connecticut, Louisiana, Minnesota and Washington, have waived school immunity, either by general statute, constitutional provision enabling the legislature to waive immunity, or partially for certain circumstances. The increasing momentum of this trend away from immunity is emphasized by the fact that four states have surrendered their immunity in the past seven years.

If the doctrine of state immunity in torts survives by virtue of antiquity alone, it is an

(Continued on page 27)

They Only *THOUGHT* They Were Safe

Shining on the inside, but dangers lurked outside the school. Louise Bonnet, PTA Safety Chairman, describes how her elementary school corrected this paradox.

TWELVE consecutive years on the National Safety Council's School Safety Honor Roll, and the principal in tears!

This is what the new safety chairman found at Elm Grove Elementary School, Oak Ridge, Tennessee, when she reported to the principal's office to ask what her duties would be for the 1957-58 school year.

Contradictory? Yes, but there was the picture through the office window. It was 8:45 a.m., clouds were heavy in the sky, and car after car driven by harried and irritated parents crowded at the front walk to unload children while the heavy school buses tried to find their place at the entrance. Children were getting out of cars on all sides and darting between the cars and behind the buses. School patrols were standing at the corners, their directions ignored by some parents and by some students.

All this and on the Safety Honor Roll for twelve consecutive years! The chairman went home with a heavy heart and no idea where to start or what to do—so she did the natural thing. She asked her husband's advice. It came without hesitation: "Get help from a professional safety man."

This started immediate action. Within a few days' time the Oak Ridge city police and the city traffic engineer had made a complete survey of the traffic conditions on the Elm Grove School grounds and the through street between the school and the adjacent shopping center. Their report was to the point: *Parents and children of the school were creating their own serious traffic problems.* And it had been by the grace of God and good luck, only, that they had been spared a serious, if not fatal, accident.

They said that the entrance of the school should be reserved for buses only. Parents' cars should use the street curb opposite the entrance for loading and five-minute parking. Teachers should park their cars at the cafeteria entrance where the bicycle parking racks were located. New cross walks should be painted, shrubbery grown to view-obstructing proportions should be removed from the corners, and the student body as a whole should be reinstructed in pedestrian safety with special attention being given to the kindergarten and first grade children. Finally, the school safety patrol program should be revitalized by placing more emphasis upon the prestige of school safety patrolling.

A detailed and graphic report of the traffic problems and the professionals' recommendations for their correction were presented by the safety chairman at the first PTA meeting. Unanimous vote of those present urged immediate action in compliance with the recommendations. With careful planning and through the joint efforts of the city police, the city traffic engineer, the superintendent of schools, the Elm Grove principal, and the safety chairman and her committee the physical changes were made. A letter, specifically outlining the new traffic regulations on the school grounds, was directed to all parents, who were asked to cooperate by fully complying with the newly installed signs.

Next came the task of revitalizing the school patrol program and giving the school patrols the prestige they so justly deserved and needed. The existing program was good, but "Something new should be added—even the best pro-

Mrs. Bonnet presents school safety patrol card to patrol member at a special PTA meeting.

grams need a shot in the arm occasionally," seemed like good advice from the professional.

School officials acted promptly on their part of the planned improvements. The principal directed all teachers of the lower grades to take their students on a tour of the grounds, pointing out the new signs, crossing the street on the new cross walks, and teaching them to follow implicitly the instructions of the school patrols.

A special meeting of the school patrols was called, at which time the principal explained in detail the new traffic system and outlined to them their duties and responsibilities. Representatives from each room met to study school safety problems and make recommendations to the school safety patrols for their correction. Reports of these meetings were made by the representatives to their respective rooms, thereby keeping all students in touch with the school safety program.

Eight sets of new raincoats, caps and rubber overshoes were presented to the patrols by the school and PTA at mid-term, when a change in patrol personnel was made. At this time the PTA safety committee gave a party for them, taking pictures to be published in the local newspaper with details of the party and the name of each patrol member.

Billfold size school safety patrol cards were designed to read: *"This certifies that the bearer* _____ *faithfully served on the Safety Patrol at Elm Grove School, Oak Ridge, Tennessee, from* _____ *to* _____.

Signed _____"

PTA Safety Chairman.

For the purpose of pointing up the importance of safety patrolling to the students and to the parents, presentation of the cards was made by the safety chairman at the last PTA meeting of the year. One patrol member from each fifth and sixth grade was invited to attend the meeting to receive his card and the cards of his room patrols. This meeting and the presentation emphasized the important contributions of patrol members and their importance to the school. Since students seldom attend or take any part in PTA meetings, this adult recognition was impressive to students and called the PTA's attention to the patrol's achievements.

The climax came at the final school assembly held just a few days before the end of the school year, when everyone who had done something special was recognized and thanked before the entire school body. The library helpers, the writer of a school song, the delegate to the spelling bee and his alternate—all these were honored. Then each patrol member who had been a guest at the PTA meeting called his room patrols to the stage and presented them with their cards. Finally, nearly 25 patrols who had served during the year stood before the assembly and were given a round of applause. This was prestige!

At the end of the school year there was a remarkable change in the picture from the principal's office window. The buses were parked at the entrance, children were using crosswalks and sidewalks, parents were loading and unloading in an orderly line at the curb across the street, and the school patrols were directing traffic in an efficient manner with shoulders back and heads held high. On the principal's desk lay a folder outlining the safety committee's activities for the year, with the recommendation that school safety patrol cards be presented each year until the safety program should need another "shot in the arm," and that always *a letter be sent to all parents* at the beginning of each school year outlining the safety and traffic rules of Elm Grove School.

The National Safety Council awarded Oak Ridge an Outstanding Achievement Certificate this year for the city's program of school traffic safety education. No "riding of laurels" or "passing the buck" earned that certificate. It was an over-all good safety program in *all* the schools, and the enthusiastic work of individuals such as the Elm Grove School principal and her safety chairman, who sought help and corrected the hazardous traffic conditions at their own front door!●

What's in Store for

Gazing into the future is an important function for people in safety education. Here three leaders in the field give their views and predictions on trends in traffic safety.

INFLUENTIAL organizations in the traffic safety field, no doubt stimulated by the President's Conference on Traffic Safety, have begun to search for answers to traffic safety problems of the future.

With this in mind, leaders in the supervision of safety education were asked recently to give answers to a series of ten questions on the trends in safety education as they see them.

Here are the questions, and some of the answers. The questions were posed by Ivan C. Stehman, past general chairman of the Safety Education Supervisors Section of the National Safety Council. The answers came from Lewis Clark, safety director for the Lansing, Michigan, public schools; Roy P. Liddicoat of Laurel School, San Mateo, California; and Herbert D. Gwinn, of the California Department of Education, Sacramento, California.

1. Will youngsters be permitted to drive low horsepower motor vehicles before the age at which they can acquire a valid vehicle operator's license?

Clark—*Not on the street, I sincerely hope. My opinion, based on observation, is that more and more of these will be operated in off-street areas.*

Liddicoat—Not likely.

Gwinn—Yes. They are doing so now in sponsored races organized by interested adult groups. As a Department, we have already been contacted by an individual who proposes to use these low horsepower cars to teach driver education to elementary children.

2. What effect will economic trends have on our current high population mobility?

Clark—*I see no reason to believe that in the next ten years fewer people will find the "grass greener on the other side of the fence."*

"Looking into the crystal ball" is often a game. But in the field of accident prevention the future must be considered constantly.

Liddicoat—Increase it.

Gwinn—It seems to me that lighter, shorter and lower horsepower transportation will become more popular.

3. Will mobility of pupil population require an increasing standardization of traffic signs, signals and markings? And safety education for pedestrians, bicyclists, etc.?

Clark—*It certainly should, and I feel it will exert a positive pressure towards more standardization.*

Liddicoat—From a safety angle, it should—but we are slow to change.

Gwinn—It certainly will, unless we want perpetual bedlam.

4. Will television and "teacher aides" permit much broader coverage (numerically) of pupils with safety and driver instruction?

Clark—*I hope some valid research and experimentation will give us some wise answers to this one.*

Liddicoat—If emphasized.

Gwinn—Yes, if it is effectively used. However, it is not a complete substitute for instructors.

5. Will expressways having limited access facilities cause serious problems where they may isolate children in school district "pockets" difficult to reach by transportation?

Clark—*I'm not qualified by direct experience to hazard a guess, but I hope the highway planners are aware of this problem.*

Liddicoat—Not if well planned and zoned.

Gwinn—They are doing so now where schools are near freeways. I see no immediate solution. The problem will probably get worse before improvement is forced upon us.

6. Will driver and safety education be threatened by trends in "academic emphasis?"

Clark—*This threat is already here and will continue. I believe we have ample ammunition, but we may need to rise up and speak.*

Liddicoat—No.

Gwinn—The threat is there. I believe that popular demand and common sense will prevail in the end.

7. Will school children at all levels be requested not to use any but school bus transportation to and from school?

Clark—*Heaven forbid! Let them walk some!*
Liddicoat—In some areas.

Gwinn—In congested areas, this may become a standard practice. Besides, land for school sites is costly and may result in reduced parking facilities at schools.

8. Will school buildings in urban centers become more unsafe through neglect as enrollment drops?

Clark—*This may be an isolated, local problem. I can't envision it as a large scale one.*

Liddicoat—No.

Gwinn—Perhaps so in those states not having adequate safety standards for school housing.

9. Will schools in "invaded" rural areas acquire vast safety problems caused by crowding, "rush" building programs, etc.?

Clark—*It certainly can happen. But it certainly should not be allowed to happen.*

Liddicoat—Likely so.

Gwinn—Yes. Some of our tract developments are established without sidewalks or traffic lights. Traveling to and from school is hazardous.

10. Does metropolitan planning include improvement of mass transportation in order to reduce traffic volume?

Clark—*Again, I can only say it should. In my own little metropolis, mass transportation is going by the boards, unfortunately. We may survive without it. Detroit, for example, couldn't.*

Liddicoat—It should, but there are few true guides.

Gwinn—In some areas, yes. In others, no. Progressive planning would take cognizance of this problem●

A Job Analysis for Safety Education Supervisors

The following is a comprehensive guide to setting up job specifications for safety education supervisors.

THE TREMENDOUS growth and change in public education since the war years have been instrumental in raising the number of members of the Safety Education Supervisors Section from less than 30 in 1945 to nearly 650 in 1958. In 1949, the President's Highway Safety Conference, suggesting immediate steps to be taken, lent support to this growth by stating:

"The work of the school, home and community should be coordinated by having a properly qualified safety supervisor in the school system, and by establishing working relationships among school and non-school agencies."

To help every American school system select a person to administer and supervise the safety and safety education program and to define his duties, the Section has prepared a statement on *Recommended Standards for Administration.*

Summarized, the statement defines aspects of the supervisor's work in:

1. Administrative policy.
2. Curriculum development.
3. Instructional methods.
4. Community coordination.
5. Evaluation of the safety program.

The following statements, compiled from a survey of job specification statements written by practicing supervisors of safety education, describe in detail the actual activities necessary to carry out the objectives of each of the basic aspects of the recommended standards. They are intended to serve as a source of direction for a school system initiating a school safety program. All of them could not be reached at the beginning of a program, but progress toward an ideal program can be measured by these standards.

Administrators should not be dismayed by this array of duties. No school system began its program with all these activities accomplished. Instead, in most cases, local needs, personnel available and community resources dictate priorities and determine how and by whom these safety education objectives will be accomplished. But the safety education supervisors who wrote this job specification statement have carried on their work with the recommended standards in mind. They have written here their conception of the ideal program as it would be carried out by them under ideal conditions of time allotment, use of personnel, etc.

I. Determination and Coordination of Administrative Policy in Safety.

Unless someone is charged directly with developing this function, important educational elements may be neglected. Safety is unique in that it cuts across all areas of instruction and reaches into exceptionally important administrative fields. The supervisor assumes some responsibility in administration. To illustrate:

A. The collection, analysis and use of data from accident reports are essential to the school safety program.

The supervisor

1. Develops a systematic method of collecting reports of student accidents at regular intervals (using the *Standard Student Accident Reporting System.)* Such a system would, preferably, include all school personnel.

2. Prepares a monthly summary of student accident reports to the National Safety Council.

3. Prepares an analysis of all reports using resources or methods that are available at the local board of education.

4. Prepares an annual report for distribution to the board of education, administra-

tors, principals, teachers and students.

5. Makes annual reports available to other groups, such as the local safety council and PTA.

6. Uses the monthly and annual reports as a basis for curriculum development.

B. Safety programs also operate outside the school building, thereby involving important additional public relations aspects.

The supervisor

1. Establishes all activities and procedures in cooperation with policies of the local administration.

2. Interprets the school safety program to the public.

3. Secures the cooperation of community leaders and organizations for service and assistance to strengthen the school safety program operating outside the school building.

4. Initiates leadership in participation of all school personnel and community groups by utilizing their services.

5. Exerts leadership in developing criteria to guide classroom teachers in selecting safety materials available from outside agencies.

6. Secures cooperation and active participation of all administrators in correcting existing school hazards.

7. Secures publicity about safety activities through newspapers, periodicals, radio, TV, school papers, educational magazines, organizations, school exhibits, leaflets and letters.

C. Safety instruction for beginners confronts the child all at once, thus involving unusually important instructional and control demands.

The supervisor

1. Brings to the attention of teachers, parents and others the need for adequate precaution and protection for young children.

2. Alerts teachers of beginning pupils to the safety problems of young children who have different home and experience backgrounds.

3. Points up the safety implications of the child growth and development movement

By Harold K. Jack
Virginia Wheeler

involving growth patterns, developmental tasks, maturity and other factors.

4. Encourages teachers to give children as much responsibility for self control, protection of self and others as their maturity level will permit.

5. Helps teachers provide essential safety experience for children.

6. Develops adequate instructional guides and aids for teachers.

7. Cooperates with community agencies to secure protection for children.

8. Gives special instruction to all persons and groups responsible for the protection of children.

D. The exit drill and other emergency situations outrank most administrative necessities in legal, instructional and control importance.

The supervisor

1. Exerts leadership in setting up procedures for exit drills in each building.

2. Checks the exit-drill procedures used in fires, explosions, and other emergencies requiring rapid exit from buildings or school buses, making certain that buildings and buses can be emptied by all the staff and students in the least possible time with the most safety.

3. Checks the civil defense plans to move students and staff into shelter areas in the least possible time.

4. Makes certain that special provisions are made in fire and civil defense drills for the handicapped and makes certain that drill and emergency procedures include blocked exits, staircases and corridors.

5. Makes certain that principals of each building assume responsibility for conducting exit drills to provide maximum protection of students and personnel in the building.

(Continued on next page)

STANDARDS COMMITTEE 1957-58

Chairman, HAROLD K. JACK, supvr., Health & Physical Education, Safety & Recreation, State Board of Education, Richmond, Va.; NORMAN E. BORGERSON, ass't supt., State Dept. of Public Instruction, Lansing, Mich.; MRS. ELIZA CALLAS, supvr., Safety Education, Montgomery County Public Schools, Kensington, Md.; FORREST GAINES, supvr., Safety Education, State Dept. of Education, Baton Rouge, La.; LONNIE GILLILAND, dir., Safety Education, Oklahoma City Public Schools, Oklahoma City, Okla.; IVAN J. STEHMAN, chief, Div. of Highways Safety Education, State Dept. of Public Instruction, Harrisburg, Pa.; FRANCIS C. SVARC, supvr., Safety Education, Public Schools, Chicago, Ill.; VIRGINIA WHEELER, health supvr., Jefferson County Public Schools, Louisville, Ky.; MARY MAY WYMAN, supvr., Safety & Special Education, Public Schools, Louisville, Ky.

A Job Analysis for Safety Education Supervisors

(Continued from preceding page)

E. Safety must be an integral part of all areas of the school such as shops, home economics, science, physical education and social studies.

The supervisor

1. Provides all the pertinent safety educational information for all phases of the educational program.
2. Prepares and distributes bibliographies and resource materials to teachers in each area.
3. Supplies teachers with copies of new materials.
4. Provides teachers in special areas with analysis of accident reports in these special areas.
5. Encourages teachers to use accident data to prevent future accidents and as a basis for curriculum development.
6. Confers with teachers in identifying and removing hazards.

F. Safety must be built into all school buildings.

The supervisor

1. Cooperates in removal of hazards in buildings.
2. Cooperates in construction of new buildings through conferences with architect, administrators or building director.
3. Exerts leadership in establishing teacher and student procedures to permit safe living within the building environs.

G. The community must share responsibility for the development of safety practices and attitudes.

The supervisor

1. Assumes responsibility for providing the community with local and national data of good school safety practices.
2. Receives and evaluates suggestions, criticisms and commendations from community groups.
3. Cooperates with community agencies in furnishing speaking and instruction service, curricular materials, film bulletins and consultation.
4. Encourages and gives consultative service to local agencies forming committees to develop and administer safety programs, survey local needs, and create materials and practices suitable to prevent property damage, injury and loss of life.
5. Assists all persons and agencies in understanding, enforcing and improving fire, sanitary, building, zoning, traffic control, nuisance abatement, and other codes and laws designed to prevent accidents and improve living standards.

II. Development of Safety Curricula.

The modern school develops safety education at all school levels as a significant part of the school's total program either through the integrative process or by direct instruction.

The supervisor

1. Serves as the safety education consultant on the central curriculum committee of the school system.
2. Suggests and assists safety curriculum committees in grade levels and departments as need for them becomes apparent.
3. Periodically checks existing curricula for safety education adequacy.
4. Translates accident experience into curricula and makes recommendations for changes indicated.
5. Is alert to other needs of pupils which may not show up in the accident statistics available.
6. Works with principals and teachers on problems of scheduling materials and activities, to the end that the objectives of the safety curriculum may be realized.
7. Assists in the choice of textbooks and teaching materials involved in safety education.

III. Improvement of Instruction in Safety.

There are many technical elements related to efficient safety instruction. Techniques related to school safety organizations, the achievement of a variety of approaches to safety, effective development of driver education programs, and the proper use of all media of instruction are among the specifics.

The supervisor

1. Keeps informed of the latest developments in local, state and national safety programs, research and information.
2. Informs all school personnel of reliable safety information.
3. Provides in-service programs for teachers and principals.

(Continued on page 28)

School Systems Win NSC Award

Two-thirds are repeat winners from last year

SEVENTY school systems in 22 states have earned the National Safety Council's School System Safety Award for outstanding programs in safety education. The Honor Roll Judges Committee of the Council cited the systems for having 90 per cent or more of their school on the National School Safety Honor Roll. Forty-seven of these school systems are receiving the award for the second consecutive year.

In making these awards, Dr. Alfred L. Papillon of DePaul University, Chicago, Illinois, who is chairman of the Judges Committee, said, "In addition to having 90 per cent of their schools on the Honor Roll, the school systems exhibited a high degree of coordination and cooperation in their system-wide safety programs." We urged school officials who have less than 90 per cent of their schools on the Honor Roll to encourage all of the schools in their system to participate.

Dr. Papillon suggested that those schools not now taking part in this important safety program—a program which offers an opportunity to "take stock" of the quantity and quality of their school safety education—write to Ivan L. Eland, Staff Representative, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois, for complete information on how to enter●

Arizona

PHOENIX
Creighton School District—1

California

ALAMEDA
Alameda Unified School District—2
HANFORD
Hanford Public Schools—2
OAKLAND
Oakland Unified School District—2
RICHMOND
Richmond Public Schools—2
SAN LORENZO
San Lorenzo School District—2
STOCKTON
Stockton Unified School District—1

Canal Zone

BALBOA
Canal Zone School System—2

Colorado

ROCKY FORD
Rocky Ford Public Schools—1

Connecticut

CANAAN
Litchfield County School System—1
EAST HARTFORD
East Hartford School System—1
GLASTONBURY
Glastonbury School System—1
GREENWICH
Greenwich School System—2
HAMDEN
Hamden School System—2
MERIDAN
Meridan School System—2
MILFORD
Milford School System—1
NAUGATUCK
Naugatuck School System—2
NEW BRITAIN
New Britain School System—2
Roman Catholic Parochial Schools—2
NEW HAVEN
New Haven School System—2
NEW LONDON
New London School System—2
STAFFORD
Stafford School System—1
STAMFORD
Stamford School System—2
THOMPSON
Thompson School System—1
TORRINGTON
Torrington School System—2
WATERTOWN
Watertown School System—2
WINSTED
Winsted School System—2

Florida

FORT PIERCE
Saint Lucie County Schools—1
JACKSONVILLE
Duval County Board of Public Instruction—2
MULBERRY
Mulberry Area School System—2
ORLANDO
Orange County Public Schools—2

Georgia

ATLANTA
Fulton County School System—1

The number following the name of the school system indicates the number of years they have been participating in the SCHOOL SYSTEM SAFETY AWARD PROGRAM.

(Continued on next page)

90% School Systems Win NSC Award

(Continued from preceding page)

Illinois

EVANSTON
District 65 School System—2
HIGHLAND PARK
Highland Park District 108 School System—1
QUINCY
Quincy School System—2
Quincy Parochial & Private School System—1

Indiana

ELKHART
School City of Elkhart—2
GARY
School City of Gary—2
HAMMOND
Hammond Public Schools—2
LA PORTE
School City of LaPorte—2

Iowa

KEOKUK
Keokuk Community School District—2
SIOUX CITY
Independent School District—2
STORM LAKE
Storm Lake Public Schools—1

Kentucky

LEXINGTON
Lexington Public Schools—2
LOUISVILLE
Jefferson County School System—2
Louisville Public Schools—2

Massachusetts

HOLYOKE
Holyoke Public School System—2
PITTSFIELD
Pittsfield Public Schools—2
WEST SPRINGFIELD
West Springfield Public Schools—2
WORCESTER
Worcester Public School System—2

Minnesota

DULUTH
Duluth Public Schools—2
HIBBING
Hibbing Public Schools—2

Missouri

ST. JOSEPH
St. Joseph Public Schools—2

New Jersey

CAMDEN
Camden City Public Schools—2
LINDEN
Linden Public Schools—2
RAHWAY
Rahway Public Schools—1
ROSELLE PARK
Roselle Park School System—1
WESTFIELD
Westfield School System—2

New Mexico

CARLSBAD
Carlsbad City Schools—2

New York

SYRACUSE
Syracuse Public School System—1

Ohio

EUCLID CITY
Euclid City School System—1
YOUNGSTOWN
Youngstown City School System—2

Oregon

MEDFORD
Medford Public Schools—2

South Dakota

SIOUX FALLS
Sioux Falls Public Schools—1

Texas

DALLAS
Dallas Independent School District—1
YSLETA
Ysleta Public Schools—1

Wisconsin

GREEN BAY
Green Bay Public Schools—2
MADISON
Madison Public Schools—2
MANITOWOC
Manitowoc Public Schools—2
OSHKOSH
Oshkosh Public Schools—2

Tear Out Below and Mail

Ivan Eland
National School Safety Honor Roll
National Safety Council
425 No. Michigan Ave.
Chicago 11, Illinois

Dear Mr. Eland:

Will you please send me information on the items checked below:

_____ How my school or schools can qualify for the National School Safety Honor Roll certificate.

_____ How my school system can qualify for the School System Safety Award certificate.

Send to: Name _____ Position _____

Address _____ City _____ Zone _____ State _____

safety education
data sheet
number 58 (revised)

Winter Walking

The Problem

1. Walking in winter is beset with a number of special hazards. Pedestrian-motor vehicle accidents reach their peak frequency in December and remain high through the winter.

Protection of Surfaces

2. The best protection against slips and falls in winter walking is the elimination of slippery surfaces.

3. Where possible, snow and slush should be removed from sidewalks, outside stairs and paths before it is trampled and frozen into a solid mass.

4. If ice forms and cannot immediately be removed, sand, gravel or fine cinders should be sprinkled on the surface.

5. The effectiveness of these abrasive materials can be increased by mixing them with either sodium chloride (common salt) or calcium chloride, in proportions of about one pound of either salt to a three-gallon pail full of the abrasive material.

6. Sodium chloride alone may be applied directly to ice surfaces. This will melt ice except in extreme weather (below six-below-zero) and will act as an abrasive when the temperature is too low to allow melting. From one-half to three-quarters of a pound of salt should be used per square yard of surface.

7. Outside stairs may be protected from snow and ice by canopies or eaves. However, faulty gutters on overhanging eaves may drench the steps during thaws, leading to accumulations of ice when the temperature falls again. All gutters above stairs should be checked frequently for leaks and clogging.

Personal Conduct

8. A large degree of protection against slips and falls, even on slippery surfaces, can be attained by proper personal conduct.

9. Care and attention to the walk ahead will permit the walker to avoid many danger spots.

10. A moderate walking pace, with the weight well-balanced, will minimize the danger of falls.

11. Handrails should always be used on outside stairs, and even on inside stairs, particularly in schools or other public buildings. Entrance halls and stairs may have a coating of slush tracked in from the outside.

(Continued on next page)

NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
Copyright 1959

Winter Walking *(Continued from preceding page)*

12. The walker should always make it a habit to inspect stairs and walks as he leaves the house. Many accidents occur when a person fails to notice that he is leaving secure footing for a slippery surface.

13. If a slip occurs, there are still ways to minimize extent of the injury. Instead of tensing himself in a violent effort to keep from falling, the walker should try to relax when his feet slip. Usually, he will slump to the ground with weight distributed between thighs, hips and hands. In falling forward, injury is less likely if the walker uses a "roll" motion, such as that learned by football players and acrobats. In a backward fall, danger is less if the walker goes limp and lands with his weight divided between shoulders, hips and hands. Even a fall on stairs is less likely to cause injury if the walker relaxes as he falls.

14. When entering a building, always clean feet carefully. Entirely aside from the housekeeping reasons for this, an accumulation of slush on the sole of the shoe is likely to cause slips and falls in the house.

15. The walker should remember that wet ice and wet, hardpacked snow are more slippery when wet than they are when dry.

Pedestrians and Motor Vehicles

16. About one-ninth of all pedestrian fatalities in traffic accidents occur in one month—December. There is a marked concentration of such accidents in the hours just before and just after sundown.

17. This concentration of accidents by month and time is noted particularly in cities. In 1955, 63 per cent of all fatal pedestrian traffic accidents occurred in cities, while only 27 per cent of all fatal traffic accidents were urban.

18. Children under the age of 15 are far more likely to be killed in pedestrian traffic accidents than are people of any age group below 45 years. Among children under 15, about twice as many boys as girls are killed in these accidents. Among older people, there is an even greater difference beween the pedestrian accident experience of men and women.

Special Hazards of Winter

19. The fact that the pedestrian traffic death rate is high in winter is an indication of special hazards, since motor vehicle mileage is lower than in other months.

20. Several factors undoubtedly combine to make these months hazardous, though it is not possible to give exact relative weights to these factors.

21. To illustrate graphically the problem for pedestrians caused by hazardous street conditions which determine the control automobile drivers have over the braking distances of their vehicles, an automobile traveling at 20 miles per hour on dry pavement can be stopped in 21 feet exclusive of reaction time. At various temperatures rising from zero Fahrenheit, braking distance increases approximately 40 feet for each 10 degrees of temperature, to 235 feet at 30 degrees. All distances are based on a speed of travel from the automobile of 20 miles per hour. Slippery streets also make it difficult for the pedestrian to move quickly. And his judgment, as well as that of the driver, may be faulty in estimating where a car will stop.

22. The heavy concentration of pedestrian accidents in the hours of dusk and early darkness suggests strongly that poor visibility contributes to such accidents. In winter, especially, visibility is often seriously impeded for both drivers and pedestrians. The driver often looks through a steamed or frosted windshield, or one covered with snow, through which even good wiper blades may cut only a small hole. Side windows, through which a driver often get a useful view of pedestrian traffic, have neither wipers nor defrosters, and are often badly obscured. Pedestrians, on the other hand, are often heavily bundled against cold, snow or rain, and umbrellas and high collars may obscure their view.

23. The Christmas shopping season seems to be productive of many pedestrian traffic accidents. Large numbers of people are on foot in heavily congested areas. Their attention is diverted from traffic by the sidewalk congestion, by store windows, and by concentration on their main concern—shopping. Heavy loads of bundles often distract the walker and sometimes even block his view of where he is going.

24. In the holiday season, there is always a substantial increase in the consumption of alcoholic beverages. It should be emphasized that the pedestrian under the influence of alcoholic liquors is in a far more hazardous

position than a sober pedestrian, just as a drinking driver increases his hazard compared with the sober driver.

25. Though it is probably true that children spend fewer hours on streets in winter than in summer, certain of the children's activities in winter are of a particularly hazardous type.

26. Sledding in streets, though condemned by all safety authorities, is a very common practice. A sled is not an easy object to control or stop. It is not a large, conspicuous object for a driver to notice. The best sledding weather is, of course, precisely that weather which produces the kind of slippery streets which make it hardest for the motorist to stop or even steer accurately. The result is a large number of serious accidents directly resulting from street sledding.

27. The extreme hazard of towing a sled behind a car should be stressed repeatedly, for the attraction of this activity to children (and some misguided adult motorists) is very strong.

28. Many sledding accidents result from a child's coasting down a driveway into the street. If there are hedges or parked cars, or if visibility is impaired by darkness or bad weather, the motorist seldom has any warning that the child is about to shoot out ahead of him.

Prevention of Pedestrian Traffic Accidents

29. The statements above practically write out the means of preventing the accidents caused by the hazards described.

30. When visibility is obscured, both drivers and pedestrians should allow a much greater margin of safety at all times.

31. Both drivers and pedestrians must realize that slippery streets may make quick stops impossible, and should allow for this, adjusting their driving and street-crossing habits accordingly.

32. Sleds should never be used on streets, and most especially should not be towed behind cars or ridden down driveways or other slopes onto the street.

33. Motorists should make every effort to keep windshields and car windows clear of frost and snow by keeping wipers and defrosters in good repair and by stopping to clear obscured glass, whenever necessary.

34. Pedestrians should be sure that packages, coat collars and umbrellas are not allowed to block their view of the roadway.

35. The heavy concentration of accidents at dusk and during the early hours of darkness suggests special care during these hours by both pedestrians and drivers. White or irridescent clothing now produced for night protection should be worn by pedestrians exposed often to the hazards of walking after dark.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants (Rev.)
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps (Rev.)
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires (Rev.)
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop (Rev.)
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop (Rev.)
(58) Winter Walking (Rev.)
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop (Rev.)
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards
(87) Safety in the Electrical Shop

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Each (any selection): one to nine copies, 10 cents each; 10 to 99 copies, $.058 cents each. Write for prices on larger quantities. Order by stock #429.04—and the title and number of the data sheets. All prices are subject to a 10 per cent discount to National Safety Council members and to schools, colleges, universities and public libraries.

Photo Hounds Shoot

Students used a camera to make their classmates aware of hazards in school and out. They became safety conscious as a result of their Student Interest Activities Program.

Student Photo: Children must be watched when hot pots and pans are on the stove.

A LITTLE imagination and a lot of photography developed safety-conscious junior high school students in St. Paul, Minnesota, recently.

In their homes, on the streets and in the school yard, the students at Como Park Junior High School snapped photographs of typical safety violations:

—a child standing by hot pots unattended on a stove;

—a student dashing across the street without looking;

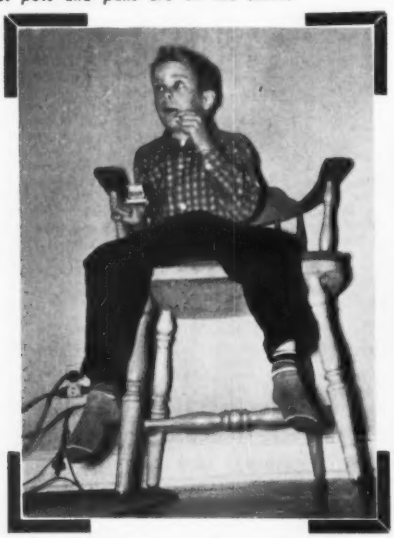
—an automobile making an illegal U-turn;

—a young boy eating aspirins;

—a boy riding on the handlebars of a bike;

—a man smoking on a bed.

These photo hounds became hazard hounds as a result of their Student Interest Activities Program, which gave the students an opportunity to explore their interests in about 51 areas. Each student chose four areas, grouped into these categories: career opportunities, rec-



This student posed a boy eating aspirins. Note electrical danger he included.

This hazard hound caught two on a bicycle and "shot" it as a dangerous act which everyone must avoid.

Hazards

reational opportunities in the home and in school, and opportunities for bettering human relationships.

The activity with the greatest response was the "Camera and Photography" group. Originally, this activity specified that the students needed their own camera. But the intense enthusiasm stimulated a St. Paul photofinisher to lend his cameras and then donate hundreds of rolls of Kodak film to get the activity rolling.

The safety pictures, taken by 12- to 15-year-old students, were collected into a large panel display of hazards to avoid.

Another safety project involved setting up simulated safety situations which the children photographed. Cut-out portions of the photos were then placed in small displays with drawings and toy-sized models as props. The displays, in turn, were photographed to create another large display of safety situations.

The Greater St. Paul Safety Council became interested in the activity because it was searching for a way to get its message across to students in school. Robert Anderson, president, said: "The teaching of safety almost always has been tacked on to educational programs as an aftermath—usually a brief afterthought. At Como Park, with activities such as the photographic program, safety is an integral part of school training. We know these youngsters are learning—and remembering—things that can save lives in the future."

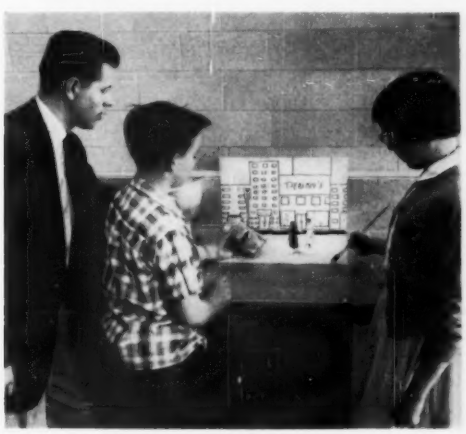
Safety became the dominating theme for 15 activity groups during the year. In pre-driver education, homemaking, first aid, printing and others, projects and explorations were oriented toward the importance of safe practices. "It was the first time we know of that a school safety project went beyond the once-a-year safety poster type of program," said Michael J. Geraghty, vice-president of education and research for the safety council.

On occasion, several activities were linked together via the safety theme. On one field trip, the pre-driver group stationed itself at a major intersection to watch for safety violations and good driving practices, the newspaper group accompanied it to report on the proceedings, and the photography group was there to photograph the incidents that were observed.

"The result of this program," Anderson said, "is that we are reaching an age group to which not much attention has been paid in the past. This is an important group, because statistics demonstrate that many accidents victimize youngsters. And these children now have been prepared by an educational program in depth which has captured their imagination. . . . We feel that other councils should lend their support to schools and encourage them to weave the thematic approach into their existing programs of studies and activities."

Safety education was a pilot program at Como Park Junior High School this year. Next year it will become a city-wide effort in St. Paul. Plans are being made with the Junior Chamber of Commerce to formulate a year-long theme for use in the activities program next year●

Dr. Samuel Popper, dir., Activities Program, points out photographs of hazards on the display board.



Members of the photographic activity group made up a cut-out display of traffic hazards.

Teen-age Pioneers

By May Hazard
Copernicus Junior High School
Hamtramck, Michigan

Student go-getters pulled all their city's schools into a Student Safety Committee, now a model for all Michigan.

CITIZENS in the community of Hamtramck, Michigan, may have raised their eyebrows back in 1951 when they learned that school students were going to look into certain traffic problems and try to do something about them.

But they soon learned that boys and girls who are going to school have a well of interest, enthusiasm and good ideas, as well as dynamic persistence, that will get things done in spite of obstacles that would discourage an adult.

The occasion for this discovery was the organization, in October, 1951, of the Hamtramck Student Safety and Traffic Committee, a group which has proved so successful in tackling safety problems relating to youth that it is being used as a model by the Michigan state police and the Automobile Club in their efforts to set up similar organizations throughout Michigan.

The HSSTC (as it is called by Hamtramckites instead of the longer, more official *Hamtramck Student Safety and Traffic Committee*) may be unique in that *it embraces every school in the city,* including all public and parochial schools. And it works closely with and through an adult traffic and safety committee that is a citizen watch-dog on safety practices in the community.

Student representatives from every school in the city meet for lunch once a month with their teachers, sponsors, a safety officer from the Hamtramck Police Department and a safety consultant from the Automobile Club of Michigan. Cost of the luncheon and for educational material used and distributed is borne by the Automobile Club. The schools alternate as hosts for the meetings, at which the alert young students discuss their problems and make suggestions or recommendations to members of the adult group.

The meetings of the group are supplemented by a get-together of the president and secretary once a month during which they report personally the junior group's doings to the adult committee.

Credit for the inception and excellent cooperation of the HSSTC must be given to the Hamtramck Police Department, the Automobile Club and Hamtramck public and parochial schools. Early in October, 1951, these groups met with seven teacher-sponsors and student representatives to organize the group formally. They appointed a committee which drew up a constitution specifying purposes, membership, regular and special meetings, and necessary by-laws to get the organization going.

Purposes were listed in the Constitution as: (1) to arouse a teen-age safety consciousness in the city; (2) to study problems and recommend solutions to the Hamtramck Safety and Traffic Commission; (3) to invite the full cooperation of parents to help make Hamtramck a safer place in which to live; and (4) to coordinate *all* schools (public and parochial) in a safety program. High schools, junior high schools and elementary schools are all included.

Members of the committee at their monthly meeting hear a report from a safety officer of the Hamtramck Police Department, who gives them a résumé of police department statistics and problems dealing with students. At this meeting, he also answers questions and arranges action on student problems brought to the meeting by members of the committee, problems which require action by the police department. This same safety officer visits all of the schools regularly, showing safety movies, giving talks and distributing safety material.

The HSSTC, sometimes on its own and sometimes by recommendation to the adult safety and traffic group, has brought about a lot of changes in its community. One of its major achievements has been drawing up and presenting to the Common Council, city governing group, a bicycle ordinance which is now in effect. The ordinance requires each bicycle rider to take a written examination which consists of rules and laws of the state as well as of the city, and also to have a bicycle safety-check and a road test on a course laid out at

one of the schools. This program is carried on with the help of the police auxiliary and the Loyal Order of Moose, Lodge #1670. After passing all his tests, the bicycle rider gets an operator's card from the city certifying that he or she has passed and knows the rules and regulations for bicycle riding. It is signed by the chief of the department of public safety and the riding instructor. And when a cyclist is caught disobeying one of the safety rules, his parents are asked in an official letter from the Wayne County Police Department to withhold use of the bicycle for a specified number of days, according to the seriousness of the crime.

When Hamtramck patrol boys were faced with the problem of trying to see, from their posts on the curb, around vehicles parked so close to the corner that their views of approaching traffic were obstructed, the united action of the HSSTC resulted in a plan that is working effectively. Now, when such a situation occurs, the safety patrol captain and his lieutenants report violators to their school on a blank which lists a description of the vehicle, the license number, date, place, time and safety patrol affected. The patrol also leaves a warning card on the windshield of the offending vehicle. When the blanks collected by the school are turned in at the monthly meeting of the HSSTC, a warning goes out to the motor vehicle owner from the police department. In this way, such actions by thoughtless motorists have been drastically reduced.

With one representative from each school sitting on the committee, the HSSTC is a true representative of the school population of Hamtramck. And its members are getting a good lesson in citizenship by making Hamtramck a safer—and more pleasant—place in which to live●

Personal Injury Claims Against Schools Are Increasing

(Continued from page 11)

historical anachronism. Evidently the legislators of the states listed above were cognizant of this and have adopted the attitude that it is social justice to spread the loss to an injured individual over the taxing community.

The official posture of the State University of New York in regard to legal actions arising out of personal injuries is possibly representative of that found in other states where such suits are allowed. While vigorously contesting claims which are felt to be exaggerated or based on evidence not indicating negligence on the part of a college or its agents, the University accepts its obligation to the victim of an accident when it is conclusively shown that the college may not have taken all reasonable and prudent measures to protect the individual from injury. In such cases the University has a responsibility to the injured person, and feels the victim or his family should not be penalized with undue hardship.

Frequently the opinion accompanying a particular court decision is most important because it establishes a precedent which is far more significant to the college program than the amount of the award. In one instance, authorization to hold a picnic at a camp had been given to a student group. The camp was owned by the Alumni Association and operated by a Camp Commission of ten students and five faculty members. During the festivities a coed was injured. Because the affair was approved, although not actively conducted, by the college, the court determined the college had responsibility for supervising activities and taking reasonable precaution for the safety of the group. The victim was awarded $120,720.66.

The safety problems confronting one college are often quite similar to those at another college with parallel operations. The National Safety Council has formed within its School and College Division an association of campus safety specialists who exchange, on a national scale, ideas and information relating to accident prevention and safety education at universities and colleges. The group, which numbers in the hundreds, includes individuals with backgrounds of campus safety experience ranging from radiation and riots to field trips and fire prevention. They offer advice and assistance to college staffs initiating and operating safety activities. Information regarding membership in the Campus Safety Association may be obtained from the authors.

James F. Nihan
Director of Safety Education
State University of New York

In another case, a student who was injured as a result of diving into shallow water in a customary, but unmarked and unsupervised, swimming area was awarded $50,000. Can we not conclude from these decisions that college authorities have an obligation to define and supervise activity areas customarily used by student groups properly?

The possible ramifications, especially as they relate to budgets, of the cases cited above are

(Continued on page 37)

A Job Analysis for Safety Education Supervisors

(Continued from page 18)

4. Informs principals and teachers of legal aspects involved in safety.

5. Develops, with teachers, current guides, outlines or other communications for their own use and for students.

6. Encourages teachers to develop their own projects, activities and units based upon a problem or accident within their individual class.

7. Encourages teachers to increase pupil planning and participation in all safety activities.

8. Encourages teachers to do action research at their particular level.

9. Encourages the use of many types of visual aids to improve instruction.

IV. Development of Improved Community Coordination in Safety.

Police and fire departments, the utilities, pedestrian and traffic controls, accident prevention, safety councils, service clubs, and home and school organizations all play vital parts in the simultaneous development of improved public relations and safety practices. Improved community coordination operates toward effective public relations.

The supervisor

1. Provides outside agencies with pertinent data.

2. Maintains good relations with these groups.

3. Serves on committees that affect child safety in these groups.

4. Cooperates with these groups on specific problems pertaining to their area of service.

5. Determines with these groups practices and procedures to follow in solution of problems.

6. Attends the regular-scheduled safety council committee meetings and the city council meeting in order to become thoroughly acquainted with the overall community safety problems.

7. Shares in the community safety projects because of their eventual direct or indirect influence on the total school safety problems.

8. Accepts speaking assignments to enlist the support of service clubs, PTA and other interested groups.

V. Evaluation of the Effectiveness of the Safety Program.

In today's school this is a technical problem, requiring the guidance of a person skilled in safety techniques and with an understanding of their relation to the total school program. If safety education is to be reliable, careful plans for ways of evaluation must be considered to measure the effectiveness of the program.

To effect this, the supervisor

1. Reviews the goals and objectives of safety education.

2. Gathers evidences of success or failure in producing changes in safety practices and behavior.

3. Uses the National School Safety Honor Roll annually as a check up or evaluation.

4. Studies accident summaries and other accident data.

5. Uses the recommendations from the *Annual Inventory of Traffic Safety Activities* to study the effectiveness of his program.

6. Assists principals and teachers in developing evaluation instruments to determine effectiveness of the safety education program●

This guide was approved by the Executive Committee, Safety Education Supervisors Section, at the 46th National Safety Congress, October, 1958, and approved by the School and College Conference by mail ballot, December, 1958.

FEBRUARY 1959

LOWER ELEMENTARY SAFETY LESSON

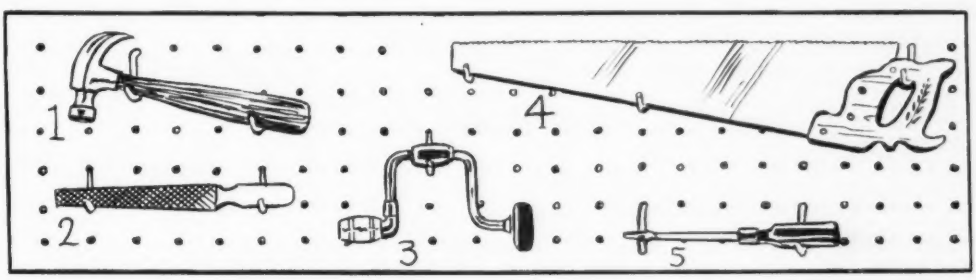
S-1387-A

Tools, Our Friends and Helpers

Miss Jackson's room has a new set of tools.
They also have a workbench.
They are quite excited.
Everyone wants to start making something.
But Miss Jackson says, "Not yet."
Tools are good friends.
We must treat them right.
First, we must have a place to keep them.

This is what they did

They got some peg board. They had the custodian mount it on the wall. They put holders in for each new tool. They painted outlines around the holders for each tool. Now they can put each tool where it belongs. They call it *"Mr. Tidy's Tool Rack."*



No one will get hurt by a tool falling off the bench. No one will cut himself feeling for a tool on the bench.

Fill in the numbers to show where each tool goes:

___ *Hammer*	___ *Screwdriver*	___ *Saw*
___ *File*	___ *Brace*	

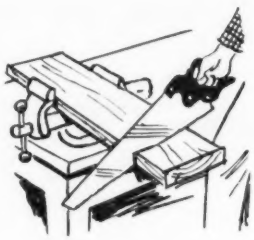
Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Using the New Tools

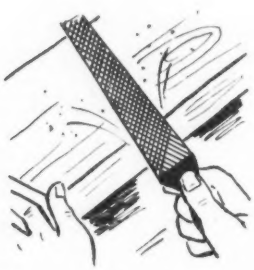
The children said, "Now we can use our new tools."
Miss Jackson said, "First we must know more about them.
We must learn to use them properly.
Who can introduce them to us?"

Billy said, "I helped my Dad saw a board.
You fasten the board in a *vise.*
You hold the saw steady.
You push hard and start to cut."



Jerry said, "I have a hammer. It has a smooth, solid handle. It won't fly off. You tap the nail to start it into the wood. Then you take your hand away so you won't hit yourself."

Mary said, "I know how to use a screwdriver.
You drill a hole to start the screw.
Then you hold it with one hand.
You turn it with the screwdriver until it begins to get tight.
Then you use both hands to turn the screwdriver."



Jack said, "We use a file to smooth our blocks.
You must be careful to keep your hand out of the way.
It helps to have a solid handle on the file."

Make up a story about the safe way to use a brace.

Printed in the U.S.A.

UPPER ELEMENTARY

SAFETY LESSON

S-1387-A

Safety with Tools

Jack and his father were in the basement. They were making a bird feeder. Jack was using a chisel and a hammer. Suddenly he said, "I wonder what tools think about." Dad said, "That's an interesting question. Let's make up what they might say."

So while they worked, they had a lot of fun. They made up something each tool might say if it could talk. This is what came out of their game . . .

The Hammer: "My head is getting loose.
Someone is going to get hurt."

"If he lays me on the edge of the table again, I may drop on his toes."

The Saw: "Why don't they get my teeth sharpened?
Then I won't slip out of my cut so often."

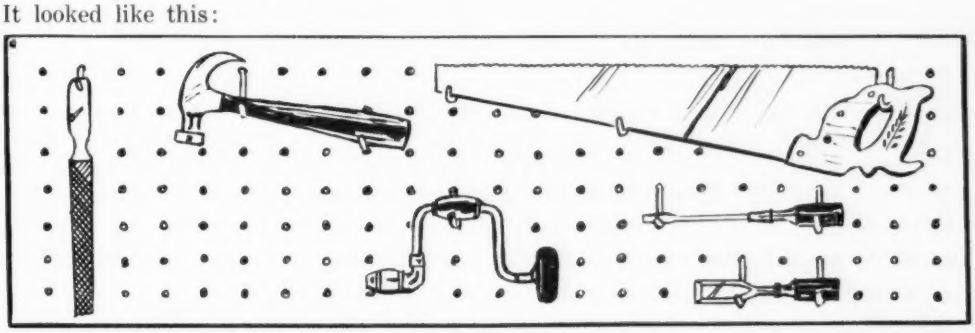
The Screwdriver: "I'm tired of being used for a chisel.
Some day I'm going to slip and cut that fellow."

The Knife: "That boy must want to cut his fingers. He keeps using me for a screwdriver."

The Chisel: "I'm glad they sharpened my blade straight across. Now I will try hard not to slip and cut them."

At the end of the morning all the tools asked to be put neatly on a rack. They promised that no one would get cut while fumbling for them. They said they would not fall off the bench on someone's feet. So Jerry and his father made this tidy tool rack out of a sheet of pegboard.

It looked like this:



Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Ill. Former general chairman, Elementary School Section, National Safety Council.

Using Tools Safely and Efficiently

Do you feel awkward when using tools? Does it seem hard work? Have you watched a good carpenter at work? It looks so easy, doesn't it? Do you know why?

A carpenter knows the "tricks of the trade." This makes his work easier. It also makes it *safer*. Here are some tips for using tools. Try them and see how they help you.

1. *Keep your eye "on the target."* This means look at a nail when you are pounding it. It means keep your eye on the line when you are sawing a board.

2. *Stand directly over or in front of your work.* Did you ever try to use a screwdriver off to one side of where you were standing? It is very difficult. Do this also when sawing, hammering or chiseling.

3. Place the object you are working on in a level and solid position.

Using Tools—Special Suggestions

Hammer: Start the nail with gentle tapping.
Then take away your hand and hit hard and squarely.

Saw: Hold saw on the line where you wish to cut. Make a firm, first cut. Then make long, even strokes. Extend the first finger of your right hand along the blade to aim the cut.

Screwdriver: Drill a hole a little smaller than the screw. Tap the screw to start it in. Hold screwdriver squarely over the head of the screw and turn it.

Knife: Use a sharp knife. Cut *away* from yourself always.

File: Fasten material solidly in a vise. Put one hand on the handle and the other on top of the file at the other end. Hold down firmly.

Hatchet: Be sure there is nothing overhead for the hatchet to catch onto. Don't chop toward your feet. Aim the cut by first putting the blade where you want the cut. Then keep your eye on this place while you raise and lower the hatchet to make the cut.

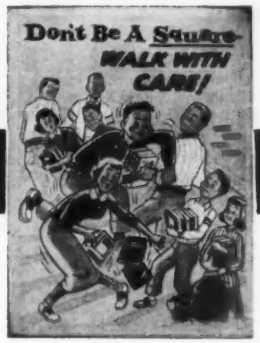
Chisel: Be sure the head is not splintered. Keep your eye on the head as you strike it.

Can you remember these suggestions? They may save you from cuts and bruises.

Show how to use each tool safely.

FEBRUARY 1959

JUNIOR HIGH SCHOOL SAFETY LESSON



S-1388-A

School Safety

Don't Get in the Picture

In the poster picture above, you see the kind of horseplay that causes many injuries each year. Have you seen this kind of behavior in your school? What kind of person is willing to sacrifice other persons' welfare for a few moments of thoughtlessness? If you were to describe the boy who is pushing (in the above picture), what adjectives would you use? List in the blanks below three adjectives that would describe the kind of person he is.

_____

_____

_____

_____

Would you care to have people describe you by using the adjectives you put in the above blanks? Why not develop and exhibit characteristics that are safe, desirable, and ones in which you will have some pride?

The Danger Areas

Although your behavior should be consistently safe on all occasions, there are certain areas of school life which require special care in regard to safe practices. Let's look at some of the danger areas.

The Science Laboratory

With the introduction of *Sputnik* and the *Explorer*, many students have become interested in attempting to launch rockets. Already, people have been injured and killed in launching attempts or in trying to develop a powerful fuel. Because of this, the following item appeared in a Florida newspaper.

> *Florida's Attorney General warns that amateur rocketeers may be breaking several laws unless they go through proper channels before sending their "non-guided" aircraft aloft. He said that a high school science class planning to send a rocket to a height of 2,000 feet should first get clearance from the state fire marshal, the sheriff, and the Civil Aeronautics Authority.*
>
> *If the rocket is to be fired within the city, municipal authorities must be notified, too, he added.*

What are some of the other potential dangers that are present in the science laboratory? List five in the spaces provided below.

1. _____
2. _____
3. _____
4. _____
5. _____

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

The Gymnasium

The gymnasium is a place for body building — not body breaking. Yet how many times have you witnessed "horseplay" and carelessness in the locker room and in the gymnasium? List five unsafe practices you've noticed.

1. _____
2. _____
3. _____
4. _____
5. _____

Gather the Facts

Select at least two more school areas that are potential danger spots. List five unwise practices you have seen in each. When everyone is finished, list on the board all the *different* unsafe practices under the proper area.

Divide the class into five groups—each group taking one of the five areas for discussion. Develop safety rules and safety slogans for each area. If possible, develop some eye-catching posters to help get the safety rules over.

Show your safety materials to the teachers in charge of the areas selected and secure their reactions and suggestions. Obtain permission to display your posters, slogans and rules in those areas.

What Is Your Attitude?

Despite the many advances in safety equipment and despite the many training aids for safety education, the most important single factor in safety—is attitude. Here is a simple acrostic that will help you check your attitude toward safety.

1. Am I *S*ure I know what I'm doing?
   - A. Tampering with electric wires without proper knowledge—is dangerous.
   - B. Engaging in sports without proper knowledge of the game and equipment—is dangerous.
   - C. Operating machine tools in industrial arts or using heavy equipment without proper knowledge—is dangerous.
2. Am I *A*lert to all possible dangers?
   - A. On the way to school are you alert to road hazards, careless drivers, and weather conditions?
   - B. A safety-minded individual is alert to school safety — proper conduct on stairways, checking the playground for hazards, and not engaging in horseplay.
3. Do I *F*igure the best way to do things?
   - A. Don't rush into things—plan first.
   - B. Don't risk a lifetime to win a few seconds.
4. Am I at *E*ase, rather than tense or angry?
   - A. Does your temper have a low ignition point?
   - B. Do you feel you have to save face by fighting back?
5. Do I *T*hink for the other fellow?
   - A. It's not much comfort to know you were right—as you lie in the hospital.

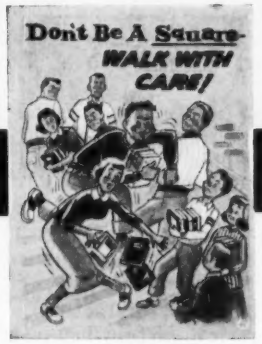
   - B. Thinking for the other fellow, may save *your* life.
6. Do I *Y*ield to impatient people—or fight it out?
   - A. Do you feel you *must* stand up for your "rights," or, is safety more important?
   - B. If someone pushes ahead of you going up a stairs, do you feel you must push ahead of him—or, let his rude actions speak for him?

Conduct a class discussion on the above questions. Are you "chicken" if you refuse to engage in unsafe practices—or are you "chicken" if you do?

Which requires more courage—

1. To do what everyone wants you to do?
2. To do what you know is right—despite jeers, taunts, derision and name-calling?

Start *now* to develop a *mature* attitude toward safety.



S-1388-A

FEBRUARY 1959

SENIOR HIGH SCHOOL SAFETY LESSON

School Safety

Poetry and Your Life

If the boy in the above picture remembered four lines of poetry, he might not be acting in such a foolish manner. Can you think of the lines that would help him? The quotation comes from a poem entitled, "To A Louse" by a well known poet. If you need help in locating the poem, use *Bartlett's Familiar Quotations* and look for the lines beginning, "Wad some power—." After you have located the four lines, copy them and discuss them in class.

Do You Have Any "Foolish Notion"?

All of us commit errors at one time or another, but errors that endanger the health and lives of other people would not be tolerated. If we could see ourselves as others see us, then perhaps we should be more careful of our actions. One way to find out what people think of our actions is to conduct a survey. There are definite procedures involved in getting a broad enough sampling to provide adequate information. Here are some guides for you to follow in order to find out how others see you.

I. *Define your problem*

A. In this case your problem is to find out what student actions are considered a threat to common sense safety rules.

II. *Limit your problem*

A. You will probably want to limit your problem to your particular school.

B. Decide on the major groups of people to be contacted—such as students, parents, teachers, administrators, local safety councils, police, etc.

C. Determine how many persons in each group should be asked to give reactions.

III. *Methods and Procedures*

A. In order to tabulate results easily and effectively, develop a list of specific questions to be answered by the people you contact. For example, "What do you consider the most dangerous action of student spectators at football games?"

B. You might want to group your questions under three or four major headings such as, "To and From School," "Sports Events," "School Building," "School Grounds," etc.

C. When the questions have been carefully worded, and spaces provided for answers, ditto or mimeograph enough copies for distribution by mail or by hand.

D. Write a "cover letter" to be attached to the front of the questionnaire clearly explaining the purpose of the survey.

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

E. Tabulate the results of your survey as the completed questionnaires are returned.

IV. *Conclusions and Recommendations*

A. Based on the tabulations of all the reactions, summarize your information in areas of emphasis as well as for the total results. For example, you might arrive at the following conclusions:

1. In going to and from school, the most dangerous actions as considered by groups indicated are as follows:
   (a) Students—Walking in the streets.
   (b) Teachers—Crossing streets against the light.
   (c) Parents — Not leaving in time for school.
   (d) Police—Riding bicycles incorrectly, etc.
2. The total results could be tabulated as regards the most dangerous action in any area as described by all groups. For example, "All groups considered (describe action) as the most dangerous."

V. *Follow through*

A. Write a description of your study and your findings for the local newspaper.

B. Develop safety rules to be printed on posters which can be hung in advantageous places.

C. Develop poster pictures which "punch home" the safety message.

See Yourselves As . . .?

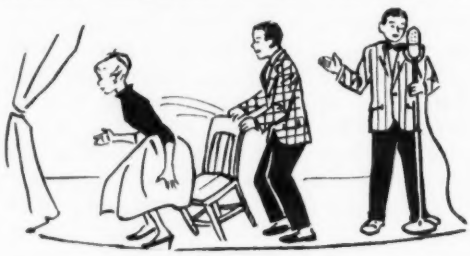
By now you have probably located the lines in Robert Burns' "To A Louse." They are:

Oh wad some power the giftie gie us
To see oursels as others see us!
It wad frae monie a blunder free us
An' foolish notion.

Perhaps now you have the gift of seeing yourselves as others see you. Try to erase those actions that are unwise and unsafe.

Dramatize the "Characters"

Usually, there are certain "characters" in every school. Often, such students are humorous and harmless. Occasionally, however, some students' actions are extremely dangerous to the well-being of



others. Divide into five groups and *without mentioning names* each group should decide on a descriptive name and phrase for one type of "character." Such a name and phrase might be, "Joe the Jokester—He'll Kill You."

Each group should then prepare a pantomine skit demonstrating the senseless action of the individual. A description of the action involved should be read by a narrator—with appropriate remarks. At the end of the skit, safety rules for better behavior should be listed on the board.

Invite a group of three or five judges from another class to judge the five groups on (1) the name and phrase description of the character, (2) the skit (pantomine and narration), and (3) the safety rules—are they pertinent and clear?

Suggested Activity

Plan to present a skit, as described above, at the beginning of each assembly program. The skit and narration should not take over five minutes and should emphasize current unsafe actions by various individuals. If necessary, various skits on the same type of character may be presented sequentially until the desired behavior change is achieved.

Remember, however, the purpose is not to embarrass individuals but, rather, to improve safe practices in your school.

When Understanding Is Limited *(Continued from page 3)*

learn to swim with the proper safeguards. They can also enjoy camping, hikes, picnics and other outdoor sports under proper supervision. Parents of children with multiple maladies accompanying mental retardation should work in close cooperation with the consulting doctor and psychiatrist. At no time should anyone attempt recreational activities without the approval of the parents, guardian and upon professional advice.

Most localities now have teachers of special education. These teachers and the school authorities should become acquainted with the child at an early age and with his parents. Because of their specialized training, these teachers can render a great deal of assistance to the parents or guardian. In addition, there are usually free clinics for both the child and parents, specialized psychiatric aid, special recreational facilities and baby sitting services. Efforts are also being made to take care of religious and social instruction.

Promoting the well-being of the mentally retarded children is most important. Parents and teachers may seek professional advice on safety measures for these children from safety officials, police department; school administrators, park boards, medical, social and recreational agencies, utility companies and manufacturers of specialized equipment. Architects, builders and administrators of institutions will have a variety of material, information, books and pamphlets on services to all children, much of which can be applied to mentally deficient children.

One of the most important things parents of these children can do is to join organizations of parents with similar problems. This will give them a deeper understanding of themselves as well as others, and an increased sense of security●

Personal Injury Claims Against Schools Are Increasing

(Continued from page 27)

far-reaching and pose many questions. Does a college have a legal as well as moral responsibility for the safety of students living in private residences, especially if the occupancy is dependent upon the approval of the college? Would an accident involving a student using his personal automobile on a college-authorized field trip affect your budget? If a student is injured as a result of the improper actions of another student, is it a matter of legal concern for the college? Since college administrators are considered by many to be in loco parentis, i.e. in the place of the parent, their conduct is exposed to the glare of public scrutiny when they are charged with negligence.

While negligence in court cases depends upon the facts in each individual situation, it constitutes, in the main, a failure to act as a reasonably prudent and careful person would under the circumstances. In one legal action the crux of the situation evolved around the question of *should* those responsible have seen the hazard causing the injury, not *whether* they saw it.

Consideration should be given to the formation on campus of a faculty-student corporation, and that all student functions not a part of the curriculum or regular college program be placed under the aegis of the corporation. While not necessarily a complete shield protecting the university against liability for faculty, students, alumni and the college, an adequately insured corporation can be useful. However, it is pointed out that issues might still arise as to the relations between the university and the corporation, whether an item is or is not part of the college curriculum or program, or whether the university is chargeable with knowledge of corporate negligence in certain circumstances.

No amount of insurance will prevent accidental injuries. The best defense against their occurrence is an organized safety program.

State University of New York considers an organized safety education program at each of its colleges imperative. A safety supervisor on a collateral basis functions at more than 30 of our colleges. Safety committees at each campus, comprising students, faculty, and staff, complete the organizational pattern.

We require each safety supervisor to report accidental injuries as soon as possible, because important data is soon forgotten or distorted. The information recorded serves two important functions. It helps determine the situations contributing to accidents and thus guides the Campus Safety Committee in its work. Also, where subsequent claims develop which may not entirely reflect the facts, the data on the accident report is of considerable value in defending the University.

All these activities and organizations help reduce the number and cost of injuries. Experience has convinced us at State University that the cost of accidents can't be budgeted, but their prevention can●

Reader Disagrees

Madison, Wisconsin

Dear Editor:

Today I got my copy of the December, 1958, issue of *Safety Education*. The first article I read was by Doctor Kaywood, "Let's Scrap the Stick."

I do not agree with his article.

I have written an answer in reply to his charge that the standard shift is obsolete and should be put out of driver education.

I am a graduate student enrolled at the University of Wisconsin, majoring in Safety and Driver Education.

William L. Osier

Let's *not* scrap the stick!

I disagree with Doctor Kaywood in his article, "Let's Scrap the Stick," and would like to give eight good reasons why we should keep the standard shift car in driver education courses.

1. *National Defense*—In World War II it was assumed that every man could, if necessary, drive a jeep or truck. If we are to maintain our status as a well-prepared nation, we must equip our young people with the driving skills and knowledge that they may need to know in the future and, very possibly, will not have time to learn when the need arises. This applies to both girls and boys.

2. *Young Boy's Preference for Standard Shift*—Whether we men like to admit it or not, most of the improvements found on cars today were put there by the women. Starting with the self-starter, it has always been the woman who is responsible for new devices. The automatic shift may appeal to the girls, but it has very little or no appeal to an active boy. He really wants to *drive* a car. This means physical manipulation of all controls without power assistance. He wants the feel and response of a car at his fingertips. There always has been and always will be this inherent "pioneer" feeling in young boys for standard shifting. As one student put it, "The automatic is for cripples and old people." We must not lose sight of the fact that the male sex is the one most involved in accidents, and we must use every means we have to draw them into our courses.

3. *Gas Mileage*—The power to shift the automatic has to come from the engine, and, consequently, the miles per gallon is brought down. The last recession has made the American public more conservative in many respects. Gas and cars are the prime targets of this trend in dollar-saving buying. People want more miles to the gallon, and automatic shift just cannot match the standard shift here. A look at the 1958 edition of *Automobile Facts and Figures*, published by the Automobile Manufacturers Association, reveals that in 1955 the United States imported 57,115 vehicles, in 1956, 107,675; in 1957, 259,343. This trend continues. A comparison of the first five months of 1957 and the first five months of 1958 shows an increase of 73,333 over the same period of time. Why the increase? People want gas mileage. The greatest majority of these foreign cars are the standard shift type.

4. Doctor Kaywood states that the percentage of new cars that come equipped with the automatic shift ran as high as 85 per cent. This is true; but it is also true that *only 47 per cent of the total cars on the road today* have an automatic transmission, according to *Automobile Facts and Figures*.

5. *The instructors*—It has been my experience that it is easier to teach students on the automatic shift but I don't believe that, because it is easier, it is necessarily better. An instructor who chooses the automatic shift over standard shift may do so for several reasons other than safety reasons. Some of them are: (1) He is not well prepared to teach driver education and chooses the easiest way. (2) He just does not want to spend the time and effort required on the standard shift. (3) He himself may have an automatic shift car and personally favors it over the standard.

6. *Safety*—The clutch and brake are a more positive stopping combination on a dual control car than the brake alone, as found on automatic shift car.

7. *Drivers' preference*—There will always be drivers who will want the standard shift car and will never drive an automatic shift car.

8. *Transfer of learning*—I think I can say, without too much error, that a person who can drive a standard shift car has great deal less trouble learning to drive an automatic shift than the person who can drive the automatic shift who is going to learn to drive a shift car. In one case, you eliminate an operation; in the other, you add an operation. I don't mean that standard shift drivers are better or more skillful drivers than automatic shift drivers, but, by knowing standard shift driving skills, a student has mastered a greater amount of skill than one who has had only the automatic shift.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¾" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen ..... $5.00 Lots of 50 .....28c each
Lots of 25 .... 30c each Lots of 100 .....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen..... $6.00 Less than dozen .....$1.00 each

Write for our Safety Patrol Circular

OUR RECORD 59 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

States Are Recognized For Driver Education Programs

NO BETTER agency can be found for teaching driver education than our nation's schools. As an incentive for expanding and improving state driver education programs, The National High School Driver Education Award Program was established.

The program is an annual survey of the status of high school driver education in each state, the District of Columbia and Hawaii. Sponsored by the Association of Casualty and Surety Companies, it furnishes complete information on driver education in the public, private and parochial high schools.

State coordinators, appointed by the governors, collect information from their local schools and compile the survey information on a state summary form. The items on the summary form are the work of a consultant committee of representative educators and traffic safety specialists. This committee also establishes and is responsible for revising the criteria for awards.

A board of judges made up of educational and professional leaders meets annually in August to evaluate each state's program and name winners. The board also approves a national report which is a comprehensive presentation of all information from the survey, and shows the year's over-all results.

The national report includes all types of driver education courses. But for the awards, only the complete driver education courses which meet or surpass the nationally recommended standards are considered. Moreover, the award credit is not granted unless the courses are taught by professional teachers who have successfully completed a state-approved driver education teacher preparation course.

A state is eligible for an *Achievement Award* when it has provided standard courses in at least 60 per cent of the public high schools enrolling at least 50 per cent of the annual group of new drivers. Likewise, a state is eligible to receive a *Progress Award* when there has been an outstanding expansion of school and student participation in high quality courses. Separate duplicate awards are made to public high schools and private and parochial high schools.

A total of 12 states was granted awards for 1957-1958. Achievement Awards were presented to Delaware, Massachusetts, Michigan, Oklahoma, Utah and Vermont. Progress Awards were presented to Florida, Illinois, Indiana, Missouri, Montana and Texas.

No awards were granted to private or parochial high schools during 1957-58.

The following information is from the national survey report:

▶ During the year, 10,231 public high schools (53 per cent) offered a complete driver education course which included both classroom instruction and practice driving. Enrolled were 738,408 students (40 per cent of the potential). Not all of these courses met the nationally recommended minimum standards for time allotment. Only 9,028 of our 19,283 public high schools (47 per cent) offered such courses. Enrolled in these standard courses were 595,509 drivers (23 per cent) out of a computed potential of 1,822, 499. Offering classroom instruction only were 1,615 schools with a total of 480,657 students.

The lack of sufficient funds for driver education is a major problem. With more than one-fourth of the states now providing financial aid to local schools, there is a trend toward state-level aid to solve this problem. In addition, the schools are not meeting the need for basic and refresher courses for adults and out-of-school youth●

T. N. Boate, manager, Accident Prevention Department, Association of Casualty and Surety Companies, tells how states are eligible for awards by meeting national standards for driver education programs.

New Look for Carol Lane

THE CAROL LANE awards have a new look for 1959!

This program to reward and recognize women and women's organizations for traffic safety work has been growing by leaps and bounds—so much so that the Council and Shell Oil Company, whose grant makes the awards possible, have decided to broaden the opportunities even more.

Awards will still be made to groups and individuals. But now, to give equal opportunity to the big and little, entrants will compete on the basis of population. There will be three categories:

1. Groups and individuals in rural areas or in communities of less than 25,000 population.

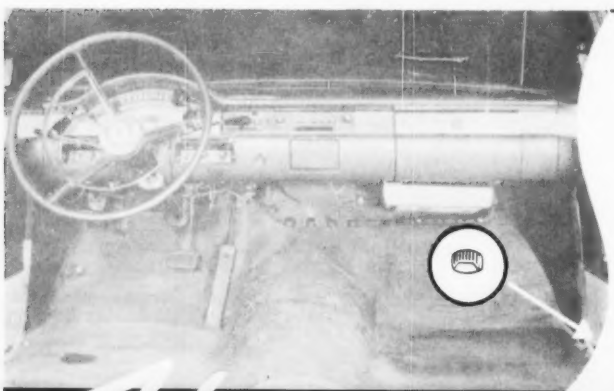
2. Groups and individuals in cities of more than 25,000.

3. State-wide projects.

The first prize in each category will be a $1,000 savings bond and a bronze statuette. Second prize is a $500 bond and third prize a $250 bond—each with a bas-relief plaque of the bronze figure. The top winner in each category will be brought to the National Safety Congress in Chicago to receive the award.

And here's an added incentive for state groups or divisions of national organizations. They can win $500, $300 or $200 depending upon how many of their affiliated local units in the state they get to enter.

It is hoped the broadened structure of the Carol Lane awards will encourage more and more participation by women in the important field of traffic safety. If you would like more information, write the Women's Activities Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.



Hydramite

HYDRAULIC BRAKE DUAL CONTROL

(PATENT PENDING)

recommended for your Driver Training Program!

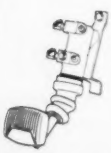
HYDRAMITE division of Stromberg Hydraulic Brake & Coupling Co.
5453 Northwest Highway, Chicago 30, Ill.

Savings!

First cost is your last cost.

Fits all cars including those with power brakes, easily transferred year after year without alterations.

Safety!



Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application.

No bars or cables to confuse the student. No disturbing noise, rattles or squeaks. Safety ignition cut-off switch provided.

Satisfaction!

Now completely accepted in high school and commercial driver training programs.

Send Now!

Order Hydramite for your school now. Complete with approved automotive fittings and easy installation instructions, $40.

OUR BUSINESS IS YOUR CHILDREN'S SAFETY

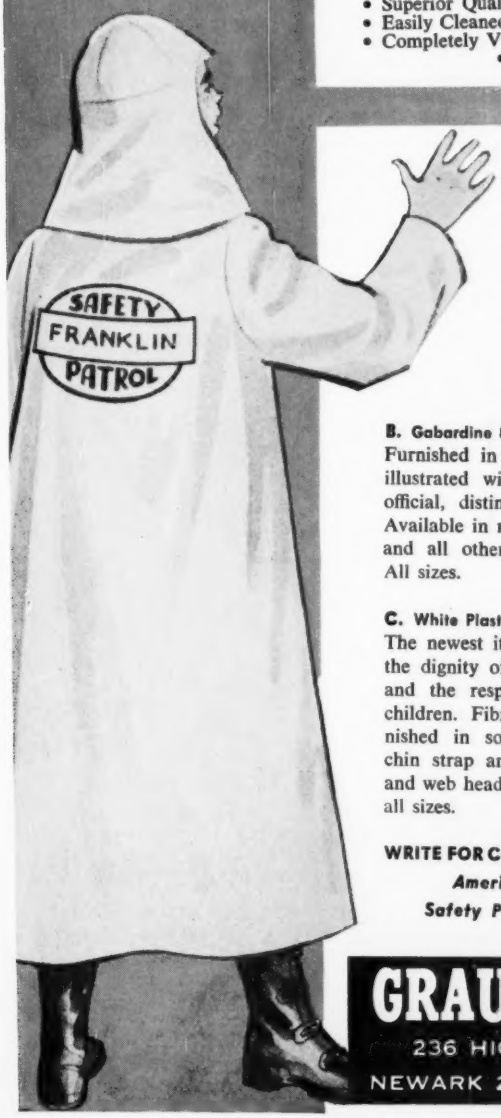
Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

High Visibility All Rubber Raincoat Sets

Available in WHITE, YELLOW and BLACK. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

- 100% American Rubber
- Superior Quality
- Easily Cleaned
- Completely Vulcanized
- High Visibility
- Full Cut "Patrol" Sizes
- Absolutely Waterproof
- Suitable in All Seasons
- Complete Rain Protection



A. Overseas Caps No. 80
Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.

A. Overseas Caps No. 80

B. Gabardine 8-Point Caps No. 70
Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

B. Gabardine 8 Point Caps No. 70

C. White Plastic Helmet No. 90
The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.

C. White Plastic Helmets No 90

WRITE FOR COMPLETE CATALOG

America's Largest
Safety Patrol Outfitters

GRAUBARD'S
236 HIGH STREET
NEWARK 2, NEW JERSEY

What are you doing about TRAFFIC SAFETY *in your community?*

Here is a series of nine lesson units on community organization for traffic safety. This is your opportunity to give your students *(and yourself)* an inside look at the efficiency of the traffic program in your community—arouse interest in reducing the toll of deaths and injuries in traffic—and at the same time teach students to assume responsibility today for their tomorrow's world! This set of lesson units contains a teachers guide and these nine thought-provoking question-outlines:

- ***An introduction to traffic safety***
- ***Police traffic supervision***
- ***Traffic engineering***
- ***Traffic ordinances***
- ***Traffic courts***
- ***Accident records***
- ***School traffic safety education***
- ***Public safety education***
- ***Safety organization***

SEND FOR YOUR SET OF LESSON UNITS—TODAY!

A set of nine units and teacher's guide — 1 to 9, $1.00 ea.; 10 to 99, $.65 ea.; 100 or more, $.60 ea.
Order them using this stock number: 429.32.

Price is subject to a 10% discount to NSC Members, Schools, Colleges, and Public Libraries

---

TO: NATIONAL SAFETY COUNCIL, 425 North Michigan Avenue, Chicago 11, Illinois

Please send _____ Sets Lesson Units (429.32) — An Inside Look at Traffic Safety.

SCHOOL OR ORGANIZATION: _____

ATTENTION OF: _____

ADDRESS: _____

CITY: _____ ZONE: _____ STATE: _____

☐ *Remittance Enclosed* ☐ *Please Bill*

411.03—029

SAFETY EDUCATION CHICAGO, ILL. FEBRUARY, 1959 Vol. 38, No. 6 Section 2

Tools Are Friends

..When Used With Care

© NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-1387-A

DON'T BE A SQUARE-

WALK WITH CARE!

© NATIONAL SAFETY COUNCIL CHICAGO • PRINTED IN U. S. A.

S-1388-A